

National Association of Schools of Art and Design

SELF-STUDY

in the Standard Format

Presented for consideration by the
NASAD Commission on Accreditation

by

Watkins College of Art & Design
2298 Rosa L Parks Boulevard
Nashville Tennessee 37228
615.277.7413
www.watkins.edu

Degrees/programs for which *Renewal of Final Approval* is sought:

Certificate – 2 years: Film.

Associate of Interior Design (Associate of Fine Arts in Interior Design) – 2 years.

Bachelor of Fine Arts – 4 years: Film (Cinematography, Directing, Editing,
Producing, Screenwriting), Fine Arts, Graphic Design, Interior Design,
Photography.

Degrees/programs for which *Renewal of Plan Approval* is sought:

Bachelor of Arts in Art – 4 years.

The data submitted herewith are certified correct to the best of my knowledge and belief.

1 March 2008

(Date)

John M Sullivan,

Vice President for Academic Affairs

(Name and Title of Reporting Officer)

(Signature of Reporting Officer)

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Section I. Operations

A. Purposes of the Institution

Watkins College of Art & Design is in compliance with this standard.

Watkins Institute began operations in 1885 through a bequest by Samuel Watkins, a civic-minded Nashville businessperson whose gift to his community would begin an educational legacy that continues today. Orphaned at age four, Watkins faced many challenges throughout much of his life. Growing up at a time in Tennessee when there were almost no educational opportunities, private or public, for most of the population, he would become one of the city's earliest and most devoted advocates for the importance of education. Overcoming his lack of any formal schooling, he eventually became a successful and wealthy businessperson. Determined to improve educational opportunities in his community for those who would come after him, his legacy has benefited thousands of Nashvillians and Tennesseans over the past one hundred and twenty-one years, and is the genesis of today's Watkins College of Art & Design.

At his death in 1880, Samuel Watkins provided property in the center of the city and \$100,000 to be held in trust by the State of Tennessee and to be used for the educational benefit of the people of Nashville. The Forty-Second General Assembly of the State of Tennessee agreed in 1881 to accept the trust for the organization and management of the institution. This responsibility was carried out through the appointment by the Governor of commissioners who were charged with the actual oversight of the institution. In his will, Watkins specifically gave wide latitude to the commissioners to establish the school's mission and curriculum. The will states that "the dead cannot manage the affairs of the living, and I will leave to others the task of managing to the best advantage, the means I have placed at their disposal." As for the general mission of the institution, Watkins stated that the school should "provide information upon such subjects as will be beneficial in the business of life." Specifically modeled after Cooper Union, established twenty-six years earlier, Watkins Institute followed the successful New York City development as the second such community-based institution designed to meet the broad educational and cultural needs of its citizens.

Soon after Watkins' death, one of his friends, Memucan Hunt Howard, contributed \$15,000 to the institution for the creation of a library. Years later the volumes purchased with that contribution would form the original collection for Nashville's first public library when Watkins donated its holdings to meet the requirements of a Carnegie grant for a library building. A third major early benefactor to Watkins Institute was Ann E. Webber. In 1902 Webber deeded two valuable pieces of property to the institution. In keeping with her wishes, the proceeds from the sale of the property were used to expand the programs at the school with educational opportunities provided to the public "regardless of age or sex." Mrs. Webber's gift allowed significant expansion of the educational programming.

In later years, other public and private agencies and benefactors contributed significantly to the Watkins legacy and to the success of Watkins Institute. During the 1930s, the WPA and other federal agencies provided assistance to the school. On at least twelve occasions, the General Assembly of the State of Tennessee appropriated funds to support the operations of the school. In more recent times, major benefactors have included contemporary civic-minded citizens, agencies, organizations, and foundations, including Buford Tatum, Brownlee and Agnetta Currey, Jesse and Margaret Henley, Frank Farris, Jr., the Frist Foundation, the Memorial Foundation, Charles W. and Lee Ann Hawkins, the Tennessee Arts Commission, the Metro Nashville Arts Commission, the Anne Potter Wilson Foundation, and the Jack C. Massey Foundation.

From its beginning, Watkins has served the community by providing a variety of educational and public service opportunities to children, young people, and adults. In meeting this responsibility, the institution has always had a particular interest in education and community service in the arts. One month after it opened its doors in March of 1885, the school, under the auspices of the Nashville Art Association, held Nashville's first comprehensive art exhibit and began an art school. In 1886 *Harper's Weekly* published a photograph of Watkins' art facilities and stated that Nashville had developed into an art center and "would become a rallying point for art in the South."

Over its long history, Watkins leaders have regularly assessed the educational and cultural needs of the community and offered programs to meet those needs. In addition to programs in the arts, Watkins offered many courses in diverse disciplines that attracted students of all ages. Documents in the institution's archives indicate that the school in its first 100 years provided learning opportunities to almost 350,000 men, women, and children in Nashville. There are few, if any, institutions in the city and the state that have touched so many lives and that have had such an important educational and cultural impact on the life of the city. Watkins is an historic Nashville treasure.

In the waning years of the twentieth century, Watkins Institute moved through a period of significant transition in its programming. With the advent of technology centers and community colleges as well as the expansion of opportunities provided by Nashville's abundant community of public and private elementary and secondary schools and colleges and universities, many of the historic educational needs that Watkins Institute had addressed were now being met by other institutions. Despite Nashville's growing wealth of diverse educational resources, however, one significant cultural and educational need remained unmet: visual arts. Although Watkins had always been Nashville's leading arts education center, it had traditionally offered a variety of programs and courses in other disciplines. By the early 1990s, however, Watkins determined to concentrate exclusively on addressing unmet educational, cultural, and public service needs in the visual arts.

The transition began as early as 1977 when state approval was received through the Tennessee Higher Education Commission to offer associate degrees in fine art and in interior design. A Nashville School of Art and a Nashville School of Interior Design were established as entities within the Institute. Both programs grew quickly. In 1992, the

interior design program received accreditation from the Foundation for Interior Design Education Research for its AA degree program. Reflecting the growth of its college degree granting programs, Watkins Institute in 1994 received approval from the Tennessee Higher Education Commission to change its name to Watkins Institute College of Art & Design. By this time the college curriculum also included degree and certificate programs in photography and fine art.

A major development in the evolution of the college occurred in the mid-1990s when the institution established the Watkins Film School, which flourished immediately and quickly gained a regional and national reputation for excellence. In 1997 and 1998, the Tennessee Higher Education Commission approved bachelor of fine arts degrees in film and in interior design, respectively. Subsequently, additional bachelor of fine arts degree programs in graphic design, fine arts, and photography were approved. Also in the 1990s, the college became an accredited institutional member of the National Association of Schools of Art & Design, the only accrediting agency covering the whole field of art and design recognized by the Council for Higher Education Accreditation and the U. S. Department of Education. In 2000, the institution, with the approval of the Tennessee Higher Education Commission, slightly modified again its operating name and became Watkins College of Art & Design.

As the institution prepares to celebrate one hundred and twenty-one years of educational service, Watkins College of Art & Design is a freestanding visual arts college offering bachelor of fine arts degrees and certificate programs, and is enjoying healthy growth and development. Complementing its emphasis on studio-based undergraduate degree programs in the visual arts is its continuing and historic commitment to community education and outreach for all members of the Nashville community. Through its highly acclaimed Young Artists Program and the Adult Community Education Program, Watkins continues to provide a wide variety of educational and cultural opportunities to area residents. The college also provides regular meeting facilities for many area arts organizations and groups, and uses its galleries to showcase the works of artists from the local community and across the nation. And, finally, each academic department within the college regularly pursues service-learning projects that not only provide many valuable real-world learning experiences for students but also provide important services to local individuals, groups, and organizations.

In its second century of service, Watkins has positioned itself to continue and to expand its role as a major cultural and educational institution in Nashville. Today it benefits from Commissioners and Board of Trustees members made up of many of Nashville's most active and devoted citizens. It also continues to enjoy wide and favorable support throughout the Nashville community and across the state. Under current leadership, the college has developed a detailed five-year strategic master plan designed to guide the school on its journey toward a destination that will end with its arrival as the premier arts education institution in the region with programs that enjoy regional and national reputations for outstanding quality. The strategic plan has been designed to accomplish the institution's mission – a mission that has grown out of the one hundred and twenty-one year legacy created by Samuel Watkins. It also reflects a careful and ongoing study

of contemporary external and internal opportunities and challenges, and the planning assumptions that arise from these studies. Although having a long history of planning and assessment, a new institutionally integrated on-going planning process was created to establish a greater commitment to institutional effectiveness. Using the institutional mission together with the planning assumptions, the new planning process was implemented in 2004-2005 and has been regularly refined, improved, and updated. Broad institutional goals together with strategic objectives for reaching those goals form the core of the plan. The process also provides for the establishment of benchmarks for measuring success in furthering the institutional goals. Finally, the planning process, as fully implemented, creates a permanent and continuous system that calls for annual assessment of the institution's mission together with assessments of all academic and administrative programs and procedures with an emphasis on student learning outcomes, that leads annually to a consideration of relevant assessment data, and an annual commitment to data-based improvements in all of the institution's efforts to meet its mission. A copy of the Strategic Plan is included as Appendix A.

The current mission of Watkins College of Art & Design grew out of combining its **historical legacy centering on preparing students for “the business of life” with three more recent developments: first**, a decision made in 1990 by the Board of Trustees and the college administrative leadership to focus the institution **exclusively on quality programs in visual arts**--academic areas not well served among higher education institutions in the mid-south region; **second, the contemporary values of faculty and staff** who have served and continue to serve the institution in recent years, as expressed in their Statement of Values and Commitments; and, **third, a decision to create an educational environment that is learning-centered and student-centered.**

The historical legacy, originating from the last will and testament of the institution's founder Sam Watkins and flourishing throughout the twentieth century, is one of commitment to unique and quality educational service that enables students at the college today to succeed in careers as successful artists, designers, photographers, and filmmakers. The focus on visual arts represents a decision by the college leadership that there is a need in this region of the nation to provide academic programs that produce studio-trained, practicing artists, designers, photographers, and filmmakers who will contribute positively to their communities. The commitments to a particular set of values, to an emphasis on learning, and to extraordinary service to students reflects the intent of the Board, staff, and faculty to create, maintain, and constantly improve a quality-based, learning-centered environment that is small, supportive, creative, and cooperative, that recognizes the unique and distinctive qualities of each student who joins the Watkins family, and that celebrates the skills and knowledge its graduates demonstrate in successful lives as artists, designers, and filmmakers or in related professions.

Watkins College of Art & Design has worked very diligently to develop its Mission Statement. In its present form, it is the product of an institution-wide effort that took place during the 2005-2006 academic year. Its development involved the efforts of students, faculty, staff, administrators, the community, and board members, many of

whom sat on an *ad hoc* Mission Statement Committee. In celebration of its development and subsequent adoption by the Board of Trustees at its September 26, 2006 meeting, the college has had the Mission Statement set in two-inch metal letters on the wall adjacent to the main reception station in the academic building. During the 2006-2007 academic year, most of the organizational units within the college have subsequently examined and revised their own unit mission statements to more effectively align with the principles of the institutional mission. The new mission statement follows:

The Mission of Watkins College of Art & Design

Watkins College of Art & Design offers a studio-based curriculum, grounded by a strong academic foundation. The faculty and staff are committed to a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill into an active realization of creative potential.

The Mission Represents a Commitment by the Watkins Academic Community of Students, Faculty, and Staff to These Goals:

A Learning-Centered Environment – The focus of the institution is on educational outcomes. Based on ongoing assessment of student learning, the institution is dedicated to improving programs, curricula, and instruction.

Engage the Mind – Watkins students demonstrate critical, analytical thinking skills. The General Education program and the five academic major programs combine to enable and enhance every student's ability to think critically and analytically.

Train the Eye – Watkins students understand and can apply the basic fundamentals and principles of the visual arts. The arts foundation component of the General Education program and the five academic major programs combine to insure that every student demonstrates proficiency in basic visual arts concepts and applications.

Cultivate Talent and Skill into an Active Realization of Creative Potential – Students who graduate from Watkins College are prepared to lead productive lives as artists, designers, or filmmakers.

The Mission Statement appears in the college catalog, on the college website, in the Faculty Handbook, in the Student Handbook, and on all documents and news releases sent out by the Director of External Affairs. In addition, the Mission Statement appears on the wall at the main entrance to the academic building.

B. Size and Scope

Watkins College of Art & Design is in compliance with this standard.

The institution presently operating as Watkins College of Art & Design has been in continuous operation in Nashville since 1885. In 1979, approval was sought and received to offer post-secondary degree programs in the visual arts, beginning with approval to offer the Associate of Fine Arts degree in fine arts and in interior design. Within what was then known as Watkins Institute were formed a Nashville School of Art and a Nashville School of Interior Design in support of these growing programs. In the early 1990s, a strategic decision was made to concentrate the educational programs of the institution exclusively within the visual arts, and in 1994 the operating name was changed to Watkins Institute College of Art and Design, following closely the accreditation of the AFA in Interior Design program by the Foundation for Interior Design Education Research (FIDER) in 1992. By the time the name was changed, the institution had added both degree and certificate programs in photography and expanded the scope of offerings in fine arts to include certificate programs in addition to degrees.

Later in the decade of the 1990s, significant progress was made toward the development of the present College. The Watkins Film School was established in 1995 and later authorized to offer the BFA degree in 1997. In 1998, the Tennessee Higher Education Commission approved AFA degrees in Photography, Fine Arts, Film, Interior Design, and Graphic Design, an additional BFA degree program in Interior Design (which was accredited by FIDER in 2004), and Certificate programs in Photography, Graphic Design, Film, and Fine Arts. In 1999, the Film Certificate program was modified into a series of Professional Certificate Programs in Cinematography, Directing, Editing, Producing, and Screenwriting in addition to the general Professional Certificate in Film. BFA degrees were later added in Graphic Design, Fine Arts, and Photography to complete the comprehensive array of degree programs for each discipline. Since then, the list has been further modified by phasing out several of the Certificate and AFA programs to arrive at its present state.

During this period, the operating name of the institution was changed to Watkins College of Art & Design, which is currently in use. In 1996, the College was granted initial associate membership by the National Association of Schools of Art and Design (NASAD). Within this process, all existing degree and certificate programs were approved. The institution earned full membership in 2003. The next NASAD review is scheduled for the 2007-2008 academic year, and the next FIDER (now CIDA) accreditation visit is scheduled for the spring of 2010.

The following charts provide Fall Enrollment and Degrees Conferred by program for academic years 2001-2002 through 2005-2006, including Program and Institutional Totals:

Program	Fall Enrollment					
	2001	2002	2003	2004	2005	TOTAL
Associate of Fine Arts in Film	12	3	1	1	0	17
AFA in Fine Arts	3	1	Phased Out			4
AFA in Graphic Design	9	3	3	1	0	16
AFA in Interior Design	64	62	62	48	21	257
AFA in Photography	20	9	7	3	2	41
Bachelor of Fine Arts in Film	113	103	106	101	96	519
BFA in Fine Arts	43	54	49	51	48	245
BFA in Graphic Design	16	37	48	65	75	241
BFA in Interior Design	44	49	51	56	58	258
BFA in Photography	13	26	23	33	39	134
Certificate in Film	28	24	30	20	13	115
Certificate in Graphic Design	0	3	9	11	7	30
INSTITUTIONAL TOTALS	365	374	389	390	359	

Program	Degrees Conferred					
	2002	2003	2004	2005	2006	TOTAL
Associate of Fine Arts in Film	8	2		1		11
AFA in Fine Arts		1				1
AFA in Graphic Design	2	1	2			5
AFA in Interior Design	10	14	13	14	7	58
AFA in Photography	4	2	1		4	11
Bachelor of Fine Arts in Film	13	12	20	16	7	68
BFA in Fine Arts		1	5	9	3	19
BFA in Graphic Design				7	13	20
BFA in Interior Design	5	2	11	4	9	31
BFA in Photography				3	3	6
Certificate in Film	3	3	1	4	4	15
Certificate in Graphic Design				7	2	9
INSTITUTIONAL TOTALS	45	38	53	65	52	

C. Finances

Watkins College of Art & Design is in compliance with this standard.

The institution has a sound financial base, demonstrated financial stability and adequate physical resources to support the mission of the institution and the scope of its programs and services. The institution provides the following financial statements: (a) institutional audits (provided as Appendix II) for the most recent fiscal year prepared by an independent certified public accountant employing the appropriate audit guide (b) an annual budget that is preceded by sound planning, subject to sound fiscal procedures and is approved by the governing Board and (c) a schedule of changes in unrestricted net assets, excluding plant and plant-related debt (short and long-term debt attached to physical assets).

Watkins is a small, private art and design college held in trust by the State of Tennessee. Although it has been a Nashville educational landmark since 1885, it has only become a college of art and design in the last fourteen years. These facts dictate certain financial realities for Watkins. The college is dependent largely upon its tuition and fees (Note 8) to provide its operating revenue. These revenues have increased over 500% in the last ten years while the number of students has increased 17%. (Note 9) Since the college is young there is a very small base of established alumni to offer support. However, the community has made substantial contributions to the college to fund its growth and development (Note 10). The eleven-year annual average for fundraising is \$445,003. Although there is a unique relationship with the State there is no permanent financial commitment by the State to the college.

The last (and the college's first) fourteen years have been a time of continuous growth and development in the realization of the mission and strategic goals of the college. This has been accomplished by using both the college's assets as well as its operating revenue. In spite of this, the college's net assets have actually increased 93% in the last eleven years (Note 4). The college did not have any long-term debt until 2001-02 when the renovation of the purchased theater complex was completed. However the ratios that measure an organization's ability to pay its debts are all positive (Notes 1 & 2).

A legacy from the beginning of the institution was the land it occupied in the heart of downtown Nashville. An important event that enabled the college to fund its development was the purchase in 1998 of the college's building and land by the city for the construction of a new city library. The funds from this sale enabled Watkins to start a long process of finding a home better suited to its new mission as well as to improve and expand its programs. The college moved to temporary rented quarters in early 1999, which served as a base for the search for a new facility and for the growth and enhancement of the institution's academic programs. The decision was made by the Board to allocate funds from the sale proceeds to supplement annual operations to that end. Additional resources of personnel, supplies, space and equipment were required in order to establish and sustain effective academic and institutional support programs. It was recognized by the Board of Trustees that new programs in art and design have high

“start-up” costs and the Board committed itself to do what was necessary. While the Board authorized use of those unrestricted funds, the intent was to become a self-sustaining operation as quickly as possible. This has occurred. (Note 5)

In 2001, an excellent real estate parcel was found to house the college. A former movie theatre multiplex on thirteen acres was purchased in early 2002 at a price significantly below appraised value (\$2.1 million vs. an appraised value of \$6 million). Extensive renovation took place over the next seven months. In late July, 2002, the college was packed up and moved – for the second time in three years – to a wonderful, new, permanent home.

During this time period the college received national accreditation (NASAD) for BFAs in all five of its disciplines. Progress in both areas of facility and program development has been accomplished with the use of the funds from the sale of the former location, from a capital campaign and a \$2 million loan for renovations.

During fiscal year 2004-05 the Board decided to proceed with building Watkins’ first student housing building. Based on current and prospective student surveys, many students indicated their preference for an on-campus housing option. Some students decide not to attend Watkins due to a lack thereof. This project was funded in part by capital campaign contributions (approx. \$900,000) and two tax-exempt bond issues in the amount of \$3,115,000. The proceeds of the sale of the bonds to SunTrust Bank have been loaned to Watkins. The college has executed an \$800,000 Fixed Rate Promissory Note at an interest rate of 4.4% and a Variable Rate Promissory Note (Libor Rate plus 150 basis points). The proceeds were used to fund the construction of the housing building and to pay off the note payable on the renovations to the main building completed in 2002. The previous note had a variable interest rate based on Libor plus 152 points and was not tax-exempt. The debt structure has therefore improved, although the amount has increased. The balance sheet indicates healthy assets to liabilities ratios (Notes 1 & 2). The college completed the first year of operating Hawkins Hall in June 2006, with a surplus of revenues of \$56,268. These funds have been used to pay down the variable note payable on the residence facility. When Hawkins Hall opened in August 2005, the balance due on related notes payable was \$1,289,716. As of November 30, 2007, the balance was \$698,311.

The challenge Watkins faces now is to continue to solidify its status as a four-year college with the requisite constant attention to quality improvement. This requires adequate financial resources. As a private college without a large alumni base or a sponsoring organization, the college will continue to rely on its earned income. Because of the institution’s historical mission, in which no tuition was charged for its first three-quarters of a century of existence, and minimal tuition after that, the college has a history of low tuition. As the programs improved and expanded, tuition was raised considerably (312% from 1999 to 2007!) although it remains far below other peer institutions (Notes 6, 7, & 8). The tuition increases have not hindered recruiting efforts. Financial aid was considerably increased for current students as a retention effort and for prospective students as a recruiting tool. The college’s ability to retain and attract students during

this challenging period of a temporary location, moves, and dramatic tuition increases speaks well for the perceived improved quality of the educational product.

The business office handles the fiscal operation of Watkins College with a staff of three – the Vice-President for Finance and Administration/Chief Financial Officer (VPFA), the business office manager (BOM) and a part-time assistant (BOA). The VPFA is responsible for accounting, payroll, human resources, information technology and equipment services, and facilities management. The VPFA holds a masters degree and is a CPA with 20 years experience in the non-profit sector. The BOM oversees accounts receivable and office equipment. The BOA handles payroll, accounts payable and office supply ordering. The VPFA reports to the president. The Board finance committee meets at least five times a year to receive financial reports and to monitor the financial affairs of the college. The Treasurer reports to the Board on a periodic basis. This group also functions as the audit committee and the investment committee. They approve and present annually to the full Board for a vote each June the next year's budget as well as a three-year budget plan reflecting the mission and strategic plan as reviewed and updated annually.

The budget process starts in the spring with meetings of the VPFA, the vice president for academic affairs and the department chairs. Institutional priorities associated with the college's mission and strategic plan are reviewed and incorporated. The challenge is always to accomplish as much as possible in terms of program and facility enhancement given the parameters of expected revenues. The total budget is comprised of separate budgets for each department with the chairperson having authority over expenditures. Budget progress is monitored with the Finance Committee and the individual department chairs throughout the year.

Although there have been many fiscal challenges in the growth of the college, the balance sheet has consistently been healthy. Total net assets have gone from \$3,582,688 on June 30, 1996, to \$6,943,476 on June 30, 2007, a 93% increase (Note 4).

It is recognized that the greatest sphere of influence is in the area of tuition and fees. Tuition rates have been raised over 300% in the last seven years but they still remain lower than most similar colleges. The plan is to continue raising tuition as much as is realistically possible in order to support the high quality, equipment-intensive programs offered by Watkins.

The finance committee and the VPFA oversee the management of the endowment funds to ensure the best possible return. Watkins has received permanently restricted scholarship funds in the last four years, which will enable the college to provide additional scholarships.

Fundraising efforts are continually refined and evaluated in order to succeed in the highly competitive world of philanthropy. It is recognized that the college needs a substantially larger endowment fund to support its operations and to provide for the institution's continued health. Of necessity, all fundraising efforts have had to concentrate on annual

fund giving and the capital campaign for the college's permanent campus. Once the capital campaign is completed and the institution enjoys a larger roster of major donors, planning can begin for an endowment campaign. In early 2008, our permanent endowment increased by 72% as the result of a major bequest from a deceased commissioner.

The accounting policies and procedures of the college are designed to record transactions, organize the data into informative reports and provide adequate control over the resources of the organization. They are formulated according to the professional standards of generally accepted accounting principles or GAAP. Each year external auditors conduct an audit. Watkins has consistently received unqualified opinions.

NOTES 1 – 10, WATKINS COLLEGE OF ART & DESIGN FINANCIAL RATIOS AND DATA

		1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
RATIOS													
1	Assets to Liabilities Ratio	12	669	91	79	57	31	3.7	3.3	3.6	2.7	3.04	3.75
	This is a measure of how well an organization is able to pay for debt												
2	Net Assets to L-T Debt Ratio	0	0	0	0	0	0	5	2	3	2	2.43	2.75
	This is a measure of how well an organization is able to pay for debt												
3	Revenues to Expenses Ratio	1.08	1.13	0.97	2.11	0.74	0.95	0.72	1.01	1.05	1.1	1.12	1.22
	This is a measure of how well an organization is able to pay its operating expenses												
FINANCIAL DATA													
4	Net Assets 93% Increase in 11 years	3,582,688	3,758,668	3,698,108	6,775,260	6,039,303	5,869,824	4,774,209	4,815,636	5,005,020	5,418,852	5,928,268	6,943,476
5	Increase/Decrease in Net Assets \$252,777 average over 11 years	99,290	175,980	(60,560)	2,650,402	(735,957)	(169,479)	(1,095,615)	41,427	189,384	413,832	509,416	1,015,208
6	Tuition/Credit Hour 312% Increase in 8 years				160	185	215	330	340	387	420	480	500
7	Tuition & Fees Revenues (Net) 660% increase in 11 years	603,223	821,135	1,100,145	1,307,222	1,460,797	1,689,641	2,171,183	2,668,246	2,890,413	3,380,637	3,693,196	3,983,092
8	Tuition & Fees as % of Oper.Rev	43%	54%	61%	59%	69%	51%	76%	76%	75%	86%	80%	72%
9	FTE'S				272	280	274	286	314	303	334	318	316
10	Annual Giving 11 Yr. Annual Average of \$445,003	535,901	514,577	445,997	519,412	301,805	318,290	428,771	523,649	352,634	405,199	548,802	652,658
	Operating Revenue	1,389,223	1,514,244	1,817,962	2,209,590	2,113,885	3,297,387	2,862,663	3,532,225	3,831,283	3,929,676	4,634,724	5,248,783

D. Governance and Administration

Watkins College of Art & Design is in compliance with this standard.

Watkins College of Art & Design is a unique institution in many ways including its governance structure. While it operates as an independent institution, Watkins is held in trust by the State of Tennessee, in keeping with the wishes and the last will and testament of its founder, Samuel Watkins. A **state commission** fulfills the state's role as trustee. Created by the Tennessee General Assembly (Section 49-50-701 of *Tennessee Code Annotated*), the **Watkins Institute Commission** is composed of three commissioners appointed by the Governor of Tennessee. Since the establishment of the institution in 1885, thirty-four distinguished citizens of Tennessee have served terms on the three-person Watkins Commission.

While representing the state's oversight and statutory interest in the institution, the commissioners also serve as members of the Board of Trustees. **The Board of Trustees**, created when Watkins was established under the laws of Tennessee as a non-profit corporation in 1974, forms the governing board for the institution. The membership of the Board of Trustees is described in *Trustees of Watkins Institute By-Laws* as follows:

The Corporation shall be governed by a Board of Trustees of not less than twenty-five (25) nor more than forty (40) persons in addition to any Trustees Emeriti. The Board of Trustees shall include the Chair, the Vice Chair, and the three (3) Commissioners of Watkins Institute The Governor, the Attorney General, and the President of Watkins College of Art & Design shall be *ex officio* members of the Board

The three commissioners serve four year terms "and until the appointment and qualification of their successors, and they may succeed themselves in office." Traditionally, many commissioners have served multiple terms. In most respects, commissioners have no more power than any other member of the Board of Trustees. However, it is important to note that while all new members of the Board of Trustees are elected by a majority vote of existing members of the Board, all candidates for election to the Board must first be approved by the three commissioners. (*Trustees of Watkins Institute By Laws*, Article III, Section 2)

Members of the Board of Trustees who are not commissioners serve three-year terms "and until their successors are elected, and they may succeed themselves in office." The powers and duties of the Board of Trustees (including the commissioners) are described in Article III, Section 4 of *Trustees of Watkins Institute By Laws*:

The affairs of the Corporation shall be managed by the Board of Trustees with the duty of improving the ability of Watkins Institute through Watkins College of Art & Design to serve the community at large. The Board of Trustees shall perform all duties and functions ordinarily and customarily performed by trustees of educational institutions. The

Trustees shall perform such duties and functions in compliance with Samuel Watkins' Will and Applicable Law. The Board of Trustees specifically establishes, approves, evaluates, and from time to time amends the institution's official mission statement. In addition, the Board is responsible for the fiscal stability and well-being of the institution and approves all institutional policy, including policies and by-laws of related or affiliated entities and auxiliary services, including but not limited to the community support organization known as Friends of Watkins, the College faculty senate, the student forum, and any other staff, faculty, or student groups affiliated with Watkins, using Watkins' facilities, or using any form of the name of the College. While the Board of Trustees functions as the policy-making authority for Watkins College of Art & Design, it recognizes and supports the college administration and faculty as the appropriate agents for implementing policy and operating the institution on a day-to-day basis.

The *By-Laws* also recognize the institution's unique relationship to the State and address the important distinctions that exist among the institution, the State, and the Board:

Reflecting the unique trusteeship with the State of Tennessee, the Board of Trustees acknowledges its reporting and other responsibilities to the State as well as the State's responsibilities to the Institute. While mindful of the specific provisions of the trusteeship, the Board of Trustees has primary responsibility for the operating policies of the Institute and College, and takes special care to protect the corporation and the educational institution from undue influence or interference by political or other external bodies. (Article II, Section 4)

The full Board of Trustees, in keeping with its by-laws, meets regularly each year in September, November, February, April, and June. A quorum is defined as not less than one-third of the full membership. Regular minutes of meetings are maintained and approved in subsequent meetings by the full Board. All board members, including the three commissioners, serve without compensation. Other than the college president who is an *ex officio* member of the Board, no Board member has a contractual, employment, or personal or familial financial interest in the Institute or the College. Conflicts of interests are defined and specifically prohibited in Article XII of the Board's by-laws. Board members annually sign and file a conflict-of-interest form that reveals any real or potential conflict.

A review of the minutes of Board meetings from 2003-2004 through 2005-2006 confirms that the Board fully exercises its responsibilities in policy making and institutional oversight. Below are some highlights of Board actions at meetings during this period:

- September 2, 2003: approved a new College policy on religious holidays, amended the addendum to the *By-Laws* for meeting dates and times,

approved annual standing-committee assignments, and approved a new contract for the College president.

- April 2, 2004: approved a new accounting firm to do the annual audit, approved a re-structuring of the administrative organization of the College, approved a new policy on censorship as an amendment to the Academic Freedom policy, as well as new policies on fundraising and on safety, security, and emergencies.
- June 1, 2004: approved the Finance Committee Report, the proposed budget for 2004-2005, and standing committee appointments for 2004-2005.
- September 7, 2004: approved a motion to move forward with the construction of the College's first student housing unit and to give the Executive Committee authorization to carry out the project, approved a corporate resolution relating to the institution's legal relationship to SunTrust Bank, amended a policy regarding tuition waivers for faculty and staff, and approved a policy to adopt the IRS rate for reimbursement for automobile mileage for staff.
- November 2, 2004: approved a resolution to accept the annual audit report as recommended by the Finance Committee, approved formal guidelines for Faculty Rank and Promotion as recommended by the Educational Affairs Committee, and approved a revision in the institutional Mission Statement.
- February 1, 2005: approved special capital funding to renovate the marquee sign at the front of the property, approved two corporate resolutions authorizing the president and the vice president for finance and administration to make certain changes in the institution's capital funds so as to achieve a greater rate of return, and approved new policies for College exhibitions.
- June 28, 2005: approved the institutional budget for 2005-2006 based on the recommendation of the Finance Committee.
- November 1, 2005: approved a revised budget proposal from the Finance Committee for 2005-2006, and approved a major revision of *Board of Trustees By-Laws* and the *Watkins College of Art & Design Operations Policies and Guidelines Manual*, each containing significant changes, updates, amendments, and new policies.
- June 27, 2006: approved the institutional budget for 2006-2007 as recommended by the Finance Committee, and approved a new institutional mission statement.

While major decisions are approved by the entire Board, there is a substantial committee structure. Article X of the Board by-laws creates six standing committees as follows: Executive Committee, Educational Affairs Committee, Development Committee, Finance Committee, Facilities Committee, and the Membership and Board Operations Commission. This section of the by-laws also prescribes the precise membership

requirements of each committee, its charge and responsibilities, and its annual meeting times. Appropriate key members of the college administration serve as *ex officio* members of each committee.

No minority of Board members or any outside organization controls the Board of Trustees. While the Executive Committee is empowered between meetings of the full Board to carry out the duties of the Board, the committee is strictly limited by the *By-Laws* so that “unless specifically empowered by the Board to do so, it may not take any action inconsistent with a prior act of the Board of Trustees, award degrees, alter the By-Laws, or take any action which has been reserved by the Board.” (Article X, Section 6). In addition, the *By-Laws* specify that the minutes for each meeting of the Executive Committee must be distributed to all members of the full Board. (Article X, Section 6).

Following this page are additional documents:

- A List of the Commissioners and Board of Trustees
- The Organizational Chart for the Institution

Watkins College of Art& Design
**BOARD of COMMISSIONERS AND
TRUST (Private)**

NAME & BUS. ADDRESS

BUS. PHONE

ASSIST. / SEC.

HOME INFO. / SPOUSE

COMMISSIONERS

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TOTAL: 2

TRUSTEES

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Executive Director
Tennesseans for the Arts

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Retired Attorney

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Lee Ann Hawkins Community Leader			3432 Woodmont Boulevard Nashville, TN 37215 H: 383-7474 C: 481-7540 muzzie@comcast.net
Edwina Hefner Retired Educator			Spouse: James 708 Postal Court Brentwood, TN 37027 H: 833-2608
Taylor H. Henry Retired CFO Shoney's, Inc.			Spouse: Phyllis 6014 Landmark Place Brentwood, TN 37027 H: 377-0406 F: 371-9815 C: 476-1830 linfay@aol.com
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Carol L. McCoy Chancellor 401 Metro Courthouse Nashville, TN 37201	O: 862-5700 F: 862-5431 cmccoy1965@yahoo.com		4115 Legend Hall Drive Nashville, TN 37215 H: 383-1435
Ken McDonald Amsurg Corp. 20 Burton Hills Boulevard Nashville, TN 37215	O: 665-1283 F: 665-3600 kmcdonald@amsurg.com		Spouse: Sandra 81 Concord Park, W. Nashville, TN 37205 H: 383-4248

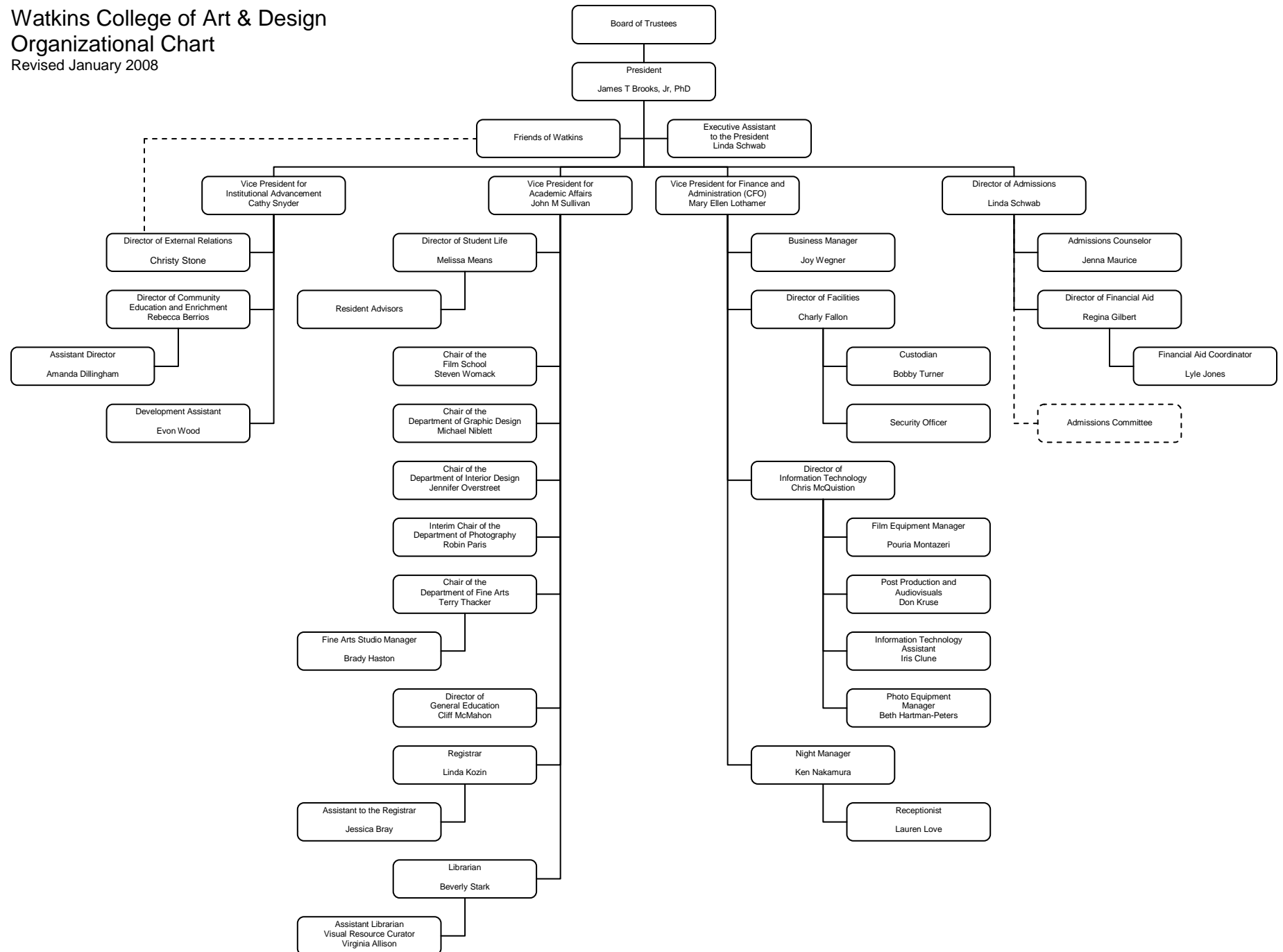
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Clay Stafford President/CEO American Blackguard, Inc. P.O. Box 680686 Franklin, TN 37068	O: 599-4032 contact@americanblackguard.com		
Ronnie Steine 319 Whitworth Way Nashville, TN 37205	H: 385-9757 rsteine@comcast.net		
Samuel E. Stumpf, Jr. (Board Chair) Bass, Berry & Sims PLC AmSouth Center 315 Deaderick Street, #2700 Nashville, TN 37238	O: 742-6245 (direct) O: 742-6200 (main) F: 742-2745 sstumpf@bassberry.com	Rebecca Ware 259-6579	Spouse: Jane 2 Foxhall Close Nashville, TN 37215 H: 383-9109
Tarun Surti President/CEO Arte Corp. 1111 Foster Avenue Nashville, TN 37210	O: 254-6691 F: 254-6656 C: 812-6164 Tarunsurti@comcast.net	Kamli Giroti	Spouse: Lata 899 S. Curtiswood Lane Nashville, TN 37204 H: 831-0811
Laura Turner Community Leader			801 S. Wilson Boulevard Nashville, TN 37215 H: 297-1492 lturnerym@mac.com
Justin Wilson Partner Waller Landsden Dortch & Davis Nashville City Center 511 Union Street, #2700 Nashville, TN 37219	O: 850-8479 (direct) O: 244-7695 F: 244-6804 justin.wilson@wallerlaw.com	<u>Family Business Assistant:</u> <u>Betty Stanton</u> <u>O: 327-0566</u> <u>bls514@chkequity.com</u>	Spouse: Barbara Engelhardt 206 Craighead Avenue Nashville, TN 37205 H: 383-2308
TOTAL: 28			
TRUSTEE EMERITI			
Scott Clayton Retired Capital Financial Group			Spouse: Dollye Clayton 1220 Saxon Drive Nashville, TN 37215 H: 373-0137
Ralph T. Glassford Retired Castner Knott			Spouse: Alice 701 Overton Park Nashville, TN 37215 H: 383-7354
Thomas F. Stovall Retired Peabody College			Spouse: Virginia 1801 Stokes Lane Nashville, TN 37215 H: 385-0111

James M. Ward Insurance Sales Gale Smith & Co. 110 Winners Circle Brentwood, TN 37027	O: 377-5117 O: 661-7500 (main) C: 351-1493 F: 377-5101 jward@GS1868.com		Spouse: Mary Jane 125 Woodward Hills Drive Brentwood, TN 37027 H: 373-5168
Paulette Whitworth Retired First American Bank	dkwpcw@comcast.net		174 Lelawood Circle Nashville, TN 37209 H: 352-3787
TOTAL: 5			
PRESIDENT of WCAD			
Jim Brooks President Watkins College of Art&Design 2298 Metrocenter Boulevard Nashville, TN 37228	O: 383-4848 F: 383-4849 C: 513-1125 jbrooks@watkins.edu	Linda Schwab O: 277-7458	Spouse: Rebecca 1813 Woodland Street Nashville, TN 37206 H: 896-5944

Watkins College of Art & Design

Organizational Chart

Revised January 2008



E. Faculty and Staff

Watkins College of Art & Design is in compliance with this standard.

The following listing provides details of the assigned load for each individual faculty member, organized by academic department. Strict adherence to standards is maintained so that no individual is overtaxed by nature of her or his teaching assignment or additional duties, most of which are offset by contracted released time. Demands for additional teaching staff are met by contingency hires from a qualified pool of adjunct faculty, which facilitates sessional adjustments to the faculty.

Class enrollments are strictly controlled according to NASAD Operational Norms, which absolutely limit enrollment in studio classes to twenty-five, advise limits of twenty, and recognize that some studio classes should be limited to fifteen dependent on safety and equipment concerns. All studio classes at WCAD are capped during enrollment periods at fifteen, although occasional special considerations will permit one or two more students to initially enroll in some classes.

Class enrollment for lecture classes is not specified in these guidelines, but the classroom seating capacities of the facility dictate that lecture classes have caps of twenty-five students. There is one theatre that is used for lecture classes, and classes in that hall can enroll up to sixty students; this is managed strictly at the discretion of the instructor-of-record working in concert with the department chair.

Faculty (Fall 2007)	Assigned Duties	Teaching Credit Hours (TCH)
Watkins Film School		
Flesher, Van Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Newell, Andrew Assistant Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Rowan, Denine Assistant Professor	FMLA Leave	(Professor Rowan is on FMLW leave in order to recover from an injury)
Stover, Valorie Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Womack, Steven Professor	Department Chair 3 Lecture Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Batson-Smith, Diane Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0
Miller, Sean Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Passafiume, Andrea Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0

Faculty (Fall 2007)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Fine Arts		
Kalman, Lauren Assistant Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Reed, Madeline Professor	3 Studio Classes Curator of the Permanent Collection	13.5 <u>1.5</u> 15.0
Ryan, Jack Assistant Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Thacker, Terry Professor	Department Chair 2 Studio Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Hargrove, Kristi Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Haston, Brady Adjunct Instructor	2 Studio Classes Studio Manager	<u>9.0</u> 9.0 Mr Haston works as studio manager on an hourly contract apart from his faculty contract
McClurg, Rob Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Rowe, Ken Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Sanford, Elizabeth Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Stack, Robert Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Williams, Kelly Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0

Faculty (Fall 2007)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Graphic Design		
Brawner, Dan Visiting Assistant Professor	3 Studio Classes Other Duties	13.5 <u>1.5</u> 15.0
Nadler, Siri Associate Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Niblett, Michael Associate Professor	Department Chair 2 Studio Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
McAnally, Jim Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Mncube-Barnes, Fatima Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Sweeney O'Brien, Judith Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0

Faculty (Fall 2007)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Interior Design		
Gulley, Cheryl Associate Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Myers, Jennie Assistant Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Overstreet, Jennifer Assistant Professor	Department Chair 2 Studio Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Bryant, Rob Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Kennon, Katherine Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0
Williams, Melida Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5

Faculty (Fall 2007)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Photography		
McKenzie, Joy Professor	Department Chair	4.5
	2 Studio Classes	9.0
	Advising, Etc	<u>1.5</u>
		15.0
Paris, Robin Assistant Professor	3 Studio Classes	13.5
	Advising, Etc	<u>1.5</u>
		15.0
Allison, Caroline Adjunct Instructor	2 Studio Classes	<u>9.0</u>
		9.0
McCadams, Amanda Adjunct Instructor	1 Studio Class	<u>4.5</u>
		4.5
Purcell, Tori Adjunct Instructor	2 Studio Classes	<u>9.0</u>
		9.0

Faculty (Fall 2007)	Assigned Duties	Teaching Credit Hours (TCH)
General Education		
McMahon, Cliff Assistant Professor	Director	4.5
	3 Lecture Classes	9.0
	Advising, Etc	<u>1.5</u>
		15.0
Bond, Matthew Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Dodd, Kevin Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Gilmore, Erica Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Kennedy, Dana Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Miller, Cary Beth Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Quirin, James Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Roche, Nancy Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0
Whitney, Donna Adjunct Instructor	1 Lecture Class	<u>3.0</u>
		3.0

The entry “Advising, Etc” in the charts above refers to the contractual requirement for full-time faculty to participate in academic activities outside the classroom, including student advising, course and curriculum development, committee and community service, and professional development. All full-time faculty are required to post and maintain ten office hours per week, and are permitted to develop their own work schedule within these posted hours so that required activities can be managed and accomplished. This component of assigned load, which carries 1.5 TCH, is reported for each full-time faculty member in the chart. Adjunct faculty, visiting faculty, the Curator of the Permanent Collection, and first-semester full-time faculty are not assigned advising duty.

The Teaching Credit Hours (TCH) are calculated according to a formula described in detail in the Faculty Handbook. Basically, three-hour lecture classes are assigned three TCH in load, but three-hour studio classes (which meet for six clock hours) are assigned 4.5 TCH in load, following NASAD guidelines. Faculty who have administrative duties as chairs have a one-course reduction in their teaching assignment, reported in the chart above as 4.5 TCH factored into their total load.

Full-time faculty teaching studio classes are typically on campus twenty-eight hours per week; faculty teaching lecture classes are on campus twenty-two hours per week. As is common practice, this allows each professor some discretionary time each week to devote to research, studio production, and other scholarly and professional activities. This formula was developed following NASAD guidelines, crafted to take into consideration the special circumstances presented by the unique correlation between clock (contact) hours and credit hours in visual arts studio classes.

Adjunct instructors have no contractual requirements for office hours, etc. However, those currently in the pool are very conscientious in this regard, and will invariably come to campus for up to an hour prior to most class meetings so that students can have access to them outside of the classroom. They also meet with students by appointment. A shared adjunct office with files, telephone, and computer equipment is provided, especially advantageous whenever adjunct faculty have the need for a private consultation or advising session with a student. Although informal, this system works very well for the college, and students register very few complaints relative to teacher access.

A roster of instructional staff with credentials and biographical information is provided as Appendix III.

F. Facilities, Equipment, Health, and Safety

Watkins College of Art & Design is in compliance with this standard.

All academic activities of the college are presently housed in a 60,000 square foot building specifically renovated in 2001 to accommodate the college. The building is loosely divided around its perimeter by the academic disciplines, with studios, labs, and faculty offices for each respective discipline in close proximity. The central core of the building, which includes an atrium, is primarily occupied by the library, the gallery, the theatre, and the café. The building is equipped for wired and wireless communications throughout.

The area occupied by the Film School contains two sound stages with set pieces, a sound recording studio, a Foley stage, digital and film edit bays, and a small presentation theatre. There are offices for seven faculty and a small faculty work area. There is an equipment checkout cage with cameras, lighting, and other kinds of cinematic equipment available for student use. The program is also supported by the 200-seat theatre with film, video, and digital projection and THX surround sound, located in the central core of the building.

The Department of Fine Arts area contains specialized studios for ceramics, wood, and metal fabrication. An adjacent kiln yard, foundry, and covered outdoor fabrication area are accessible through roll-up bay doors. Painting, drawing, and printmaking have their own studios, and there are two general-use design classrooms with projection equipment. There are five faculty offices in this area. The college has a 1,125 square foot enclosed gallery, two small exhibit/performance nooks, and additional designated display areas equipped with fixtures. On rotating display throughout the college are numerous works from the permanent collection.

Graphic Design is supported by three Mac-equipped computer labs networked to a large-format printer. There are two faculty offices in this area. The Interior Design area features an AutoCAD lab with plotters, a samples room, and two general use classrooms with projection. There are three faculty offices in this area.

Photography is housed in an environmentally segregated area that contains a large multi-bay darkroom and several smaller individual-use darkroom carrels, a lighting studio, a color processor, and an equipment checkout cage. There are two faculty offices in this area. There are four general use classrooms with projection equipment shared by all disciplines and the general education program, and the building contains a number of additional offices and work areas.

The college is supported by a long-range campus master plan, which presently projects several additional academic structures. An initial floor plan and elevations for a new 15,000 square foot academic building have been prepared, and discussions of funding strategies have begun for this facility. At present, it is being designed to accommodate the library at double its current size, the Department of Graphic Design, and the non-

academic Community Education division. The proposed relocation of these units to the new facility will allow the academic units remaining in the larger building to expand into the space they currently occupy.

General Adequacy

Watkins College of Art&Design operates and maintains two buildings:

Main Building

The main building houses the administrative offices, department offices for each of the five disciplines, special learning spaces for each discipline, gallery space, a café, a library and restrooms. This building is adequate to serve the needs of the institution's educational programs, support services, and mission-related activities for the current student population.

Residence Hall

Hawkins Hall is a three-story structure with four apartments per floor. Each apartment has four bedrooms, two baths, a kitchen and a utility room with clothes washer and dryer. Maximum occupancy is forty-eight students.

Size

Space Type	Square Feet
Administration	
Office Facilities	2073
Support Facilities	510
Community Education	
Office Facilities	497
Support Facilities	240
Film School	
Edit Facilities	3037
Film Set Facilities (Sound Stages)	3212
Office Facilities	620
Recording Facilities	1200
Support Facilities	1822
Fine Art	
Studio Facilities	10126
Office Facilities	400
General Use	
Café Facilities	800
Gallery Facilities	1125
Lecture/Theatre Facilities	5066
Library Facilities	2300
Mailroom Facilities	221
Office Facilities	250
Support Facilities	15606
Writing Lab Facilities	358
Graphic Design	
Computer Lab Facilities	1716
Office Facilities	300
Support Facilities	292
Interior Design	

CAD Facilities	650
Lecture/Drafting Facilities	1929
Office Facilities	300
Support Facilities	210
General Education	
Office Facilities	200
Photography	
Darkroom Facilities	1372
Lighting Studio Facilities	541
Office Facilities	400
Support Facilities	1077
Student Housing	
All Facilities	16000
Total	
All Facilities	74450

Fireproof Quality

Main Building

The building is built of masonry and has a sprinkler system throughout. The walls, ceilings, and doors all have specific fire ratings. Smoke detectors, horn/strobes and fire alarm pull stations are all tied to a central alarm panel that is monitored by a contracted monitoring company. The sprinkler systems and alarm systems are inspected annually.

Hawkins Hall

The residence hall was built compliant to current fire safety codes. There is a sprinkler system throughout, smoke detectors, and a pull station on each floor in the breezeway as well as horn/strobe alarms. There is a central fire alarm control panel that is monitored by a contracted monitoring company. The sprinkler systems and alarm systems are inspected annually.

Present State of Repair/Construction

An independent company appraised the main building in 2003 and at that time the appraisers wrote: "The recent renovations of the subject property are such that the property is basically similar in nature to a newer facility. Complete overhaul of interior components, significant exterior upgrades, and redesigning of the interior layout have significantly altered the nature and age of the subject property. The resulting conclusion is that as renovated, the building offers an effective age of 1 year, being renovated in 2002. The expected economic life of an institutional use is 50 years, resulting in a depreciation of 2% (1 year/50 years = 2%)". The first student housing building was completed in August 2005. Construction on the second has recently begun.

G. Library and Learning Resources

Watkins College of Art & Design is in compliance with this standard.

The mission of the Watkins College of Art & Design Library is to maintain a facility that is appropriate to support the teaching and research curriculum of the institution and to support the institution's mission.

The library serves as a bridge between the faculty and the students, and provides both with a method for developing their creativity and achieving their individual goals, the goals of the college, and the learning needs of the community. To this end, the library staff is committed to the following objectives:

- Developing diverse electronic and printed resources which support the mission and curriculum of the institution.
- Provide Watkins students with the necessary skills to locate, evaluate, and critically analyze information.
- Providing the highest level of effective user-friendly services and programs in efforts to promote lifelong learning skills in Watkins graduates.
- Participating with other educational institutions in the Nashville community and the state of Tennessee in order to share resources, whether through articulation agreements or memberships in educational alliances.
- Developing and maintaining a well-balanced collection of printed, visual, and electronic materials to support each program of the college – Photography, Graphic Design, Film, Interior Design and Fine Arts, as well as the General Education curriculum – with learning resources in all mediums.

To further these objectives, this past academic year, Watkins Library has focused on four areas to build its facilities and offerings:

1. The Watkins College of Art and Design Library initiated the development of a special collection of alternative artists' publications known as zines. The Watkins Library is one of nineteen college libraries in the country with such a collection; the library staff has developed an informative zine about these publications and have delivered guest lectures in special topics classes to promote the collection.
2. The Watkins Library Staff have developed Information Literacy tutorials to facilitate the appropriate use of its printed and electronic resources.
3. The Library Staff have developed a Course-Related Library Instruction Module designed to walk students through these tutorials. These sessions include but are not limited to: ARTstor, Grove Art Online and TEL database instruction, a step-by-step guide for conducting research with the Watkins Library resources, information for recognizing and avoiding plagiarism, citation resources and guidelines, and information for locating and evaluating electronic information on the world wide web.

4. The Watkins Library is leading the college into the digital age by embarking on a visual resources management project. The mission of the project is to create a centralized searchable digital image library that will serve as a teaching and archiving tool for the Watkins community.

Students of Watkins have benefited from the library's aggressive instruction services, and, as a result, the average Watkins student writes well above the national average for college students. *The Watkins College of Art & Design Library Presents: Course Related Library Instruction Sessions* is a brochure designed to answer faculty and students' questions and give them information about the library and its services. A copy is provided as Appendix D.

Physical Description

The library is located in the central part of the college building and is both the literal and figurative heart of the campus. It has a total of 4017 square feet of space allocated to library functions.

The stack area is located in the main library room and consists of twenty-four seats (three tables with four chairs each, four single seats and three study units), occupying 682 square feet of floor space, or about half the library's footage. The seating provides adequate facilities for students, as Watkins' relatively small enrollment (402 students at present) and diverse class scheduling means that no more than 10 to 15 students are in the library at any one time. (Average occupancy is 12 students.) Seating is more than adequate for the college's needs. There is, at present, adequate reserve capacity to sustain even more growth by the institution.

The staff office area contains a desk, computer workstation, storage closet, one-and-one half file cabinets, two shelves and a typewriter in 105 square feet. The circulation/work area is located in the main library room and contains a circulation desk, work area, table, and file cabinet and computer workstation with 151 square feet.

The back periodical/DVD storage/reserve books and tapes room contains nine shelves and four storage boxes with 106 square feet of storage space. The student computer area has 60 square feet in the main library room with five computer workstations and one color/black and white printer. These computers are provided primarily for access to the catalog and to meet basic browsing needs. Computers configured for writing and more extensive document production are located in the Writing Center and in academic areas. The entire college provides wireless access for laptop users. A VHS room contains twelve shelf sections with 96 square feet of storage space. The slide storage room/office is 115 square feet and contains a computer workstation, a desk, two-and-one-half slide cabinets and one section of shelves. The remaining 885 square feet available in the main library room are used for the color copier, a display for general newspapers, and a display for new titles, pamphlet storage and a DVD/VHS viewing area.

Usage

The library was used by 12,243 students and faculty during the 2005/2006 fiscal year according to a manual count. Approximately 1,600 books were checked out during that year.

Hours

The library is open on weekdays and nights and on Sundays.

Hours of operation are 7:45am to 9:30pm Monday through Thursday and until 4:00pm on Fridays. Sunday hours are 1:00pm to 5:00pm.

Collections

The library enriches the curriculum by offering materials in printed, visual, and auditory form, including books, magazines, newspapers, photographs, and audiovisual media.

During the spring of 2007, the Watkins Library greatly expanded its resources in the informational technology area. Included in the library's computing resources are the Internet, databases, and web resources. There are five computers in the library, four of which are PC platform and one is Mac. Each of the five departments of Watkins College of Art & Design has its own section in the library. Materials within these sections are arranged by the Library of Congress Classification System. Within the art and graphics section there are several subordinate areas such as drawing and pottery. An exhaustive listing of the library's technical and computing resources, which include collections of photographic images, desktop resources and website links, dictionaries, encyclopedias and other references, graphic design folders, art history folders, news resources, digital initiatives for visual resource management, cataloging of student work, and literature resources may be found in *Resources of the Watkins College of Art & Design Library*, a copy of which is provided as Appendix E.

Resources of the Watkins Library:

The library presently has 21,260 bound volumes, including copies (fall 2007).

- A breakdown of the number of books in the collection by academic department:
 - Fine Arts 5,945
 - Graphic Design 1,153
 - Photography 1,307
 - Film 2,930
 - Interior Design 2,630
 - General Education 7,295
- The library has 69 paid current periodical subscriptions.
- The library has nine free current periodical subscriptions.
- The library has five newspaper subscriptions.
- Supplemental materials are available to Watkins students and faculty through reciprocal agreements with other libraries.
- Image Resources
 - 3,158 video titles.

- 39,009 slides.
- **ARTstor** remote and onsite access to approximately 550,000 images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes.
- **Grove Art Online** 30,000+ links to color images from high-quality museum and other art sites, 100,000+ images from The Bridgeman Art Library and 130,000 *searchable* images: search by artist's name, title of work, dates, location, or keyword.
- **Madison Digital Image Database (MDID)** *under construction*
MDID is an open source software system that allows for teaching, presentation, cataloging, and sharing of image resources created by James Madison University for higher education.

There are 19,039 books (individual titles) in the Watkins Library. At the end of the 2005-2006 fiscal year, humanities and general works made up 51.33% of the total collection and 55.10% of total acquisitions (these are books that can support the General Education Curriculum); 32.39% of the total collection and 32.33% of the total acquisitions are in social sciences; 1.37% of the total collection and 0.60% of the total acquisitions are in the area of physical sciences; 2.24% of the total collection and 1.38% of the total acquisitions are in biomedical science.

During the 2007-2008 academic year Watkins is expanding its book collection concentrating primarily on purchasing titles in the liberal arts, photography and graphic design areas, and updating the fine arts, liberal arts and interior design collections.

Based on the budget, 565 books, 6 magazine subscriptions, 50 zines and 100 DVDs will be purchased this academic year. Donations are not included in this figure.

Information Technology

Online resources include the Internet, *Merriam Webster's Unabridged Dictionary*, *Encyclopedia Britannica and Almanac*, *Entertainment Employment Journal*, *Focal Encyclopedia of Electronic Media*, *Grove Art Online* (an electronic catalog), *TEL* (Tennessee Electronic Library), and *Microsoft Office*. Through *TEL*, patrons have access to *Gale Virtual Reference Library*, *InfoTrac One-File*, *Health and Wellness Resource Center*, *General Reference Center Gold*, *Expanded Academic Q&A*, *Inform4*, *General Business File ADAP*, *What Do I Read Next?*, *National Newspaper Index*, *Health Reference Center Academic Computer Database*, *Military and Intelligence Database*, *Religion and Philosophy Database*, *Professional collection*, *General Business File International and Literature Resource Center-LRC* and many other databases.

Internet resources with web pages include *Tennessean.com* for local news, CNN for world news, the Nashville Public Library, a branch of which is located directly across the street from the college (online resources are available), the Tennessee State Library, History of Photography, Architecture Design Image, Encyclopedia of Photography, Art History Resource, Artcyclopedia, ArtLex Art Dictionary, ATHENA (A virtual library catalog of some of the members of the consortium in the Tennessee area), Encyclopedia

List of Directors, The Tennessee Encyclopedia of History and Culture, and a link to the John Hope and Aurelia E. Frank Library of Fisk University (contract agreement).

A more detailed description of Watkins Library's resources, and instructions for requesting and submitting copystand work for the digital archive, can be found in Appendix.

Surveys

The library conducts Student Library User Surveys and Faculty Library User Surveys to determine needs of the faculty and students. Based on analysis of the data collected by the surveys, along with suggestions from faculty and students, the library staff upgrades the printed, visual, and electronic resources in the library collection.

The library book catalog and databases have been linked to buttons on the library homepage within the Watkins College of Art & Design Website and the library cataloging system is scheduled for an update in the 2008-2009 academic year.

Ongoing Projects

Ongoing projects include binding select periodicals and digitizing the slide collection.

The basic slide collection will continue to be inventoried using Excel, and selected slides will be digitally converted and stored in MDID, an institution-wide access management database. The faculty and student digital collections and non-digitized slide collection are available for student and faculty use. ARTstor has been purchased and placed online. ARTstor will benefit students from all programs: Photography, Graphic Design, Fine Arts, Interior Design and Film. The database will be available for students and faculty and instructions for using all of these resources will be available on the WCAD website.

Tutorials for using the library databases and other campus wide electronic resources have been developed and presented to foundation level students as well as senior seminar classes through library instruction. These tutorials will also be made available through the *Library News and Resources* section of the Online Student Forum. The library also gives instruction in PowerPoint and Microsoft Word for students, and hosts free writing tutors who are available by appointment or at one of three scheduled times during the week.

The Instructional Technology Department has purchased and installed the electronic resource, *Atomic Learning Library*, which provides access to tutorials for more than 100 computer-based applications.

Collection Development Policy

Collection development includes decisions concerning additions to and deletions from the library collection in all formats. Questions dealing with acquisitions and purchases for the library collection are supervised by the Library Director, who strives to present a comprehensive selection of resources for all disciplines and departments of the school. The budget for each department is assigned at the beginning of each fiscal year. Selection

journals or reviews are used in the selection process for books, periodicals, electronic, and visual materials.

All resources to be added to the collection must support the mission of Watkins College of Art & Design and the resource needs of the curriculum.

Reference materials are the only multiple titles that are purchased. Subscription sets or services and materials are collected if justified and within the budget. Resources not included at this time are government documents and special collections (with the exception of the zine collection). These resources are available through the reciprocal agreement with the library at Fisk University.

Circulation Policy

Students, faculty and staff of Watkins College of Art & Design have full library privileges. Students and faculty of Fisk University have circulation privileges. The general public has browsing privileges.

Watkins College of Art and Design Library Statement on Information Literacy:

The Watkins Library proactively supports campus wide information literacy by providing library instruction sessions and online instructional tools.

As information is increasingly more complex, rapid, and available, new literacy skills are needed to filter and evaluate information.

The Watkins Library recognizes that individuals need to learn how to define their information needs, to locate and critically evaluate all available information resources effectively.

Our instructional sessions will provide students with basic conceptual and technical knowledge to effectively navigate our information systems.

We are committed to anticipating and embracing changes in the information environment, so that our creative community will enjoy a lifetime of empowered knowledge and learning.

For more information on information literacy visit The Association of College and Research Libraries (ACRL) Information Literacy Page:

<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/informationliteracy.htm>

Cooperative Agreements

Several cooperative agreements are in place to help support the programs offered by Watkins College of Art & Design by increasing the ability of patrons and the library staff to search for and locate materials not available directly on site. These services greatly enhance resource provision to the faculty and students through interlibrary loan and help to cultivate resource sharing with other institutions. The cooperative agreements provide a much larger body of resources and access to a vast array of titles, special collections, and general information than could be accessed by students and faculty of Watkins, given the institution's relatively small size. In fact, the cooperative agreements, along with Watkins' own library resources, provide a world-class reservoir of knowledge for staff and students.

Area Libraries

Cooperative Agreements are in place between the Watkins Library, the Nashville Public Library and the Tennessee State Library and Archives. Faculty and students may borrow books from other academic institutions in Tennessee through this consortium and the Fisk University Franklin Library, which provides a wealth of resources for Watkins students.

TENN-SHARE

The Watkins Library is a member of TENN-SHARE, a network of nearly 400 libraries in Tennessee supporting resource-sharing efforts across the state. Membership in TENN-SHARE and the listings of local periodicals in OCLC entitle the library to have limited free membership in SOLONET as an Affiliate Member. This contact allows the library to have limited access to OCLC for searches and electronic interlibrary loans. There is a set amount charged for the time used for each search and the listing or editing of periodicals. Access is available to the library staff at this time.

Members of TENN-SHARE qualify for free interlibrary loan among their members. Interlibrary loan services are provided by the library staff upon request from the faculty or students of Watkins College of Art & Design. Members of TENN-SHARE also receive discounts on electronic database subscriptions from such vendors as Grolier Online, AccuNet/AP Multimedia Archive, Math/Sci/Net and Stat/Ref.

Fisk University's John Hope and Aurelia E. Franklin Library

Effective August 28, 2006, Watkins College of Art & Design Library has a Cooperative Library Agreement with the John Hope and Aurelia E. Franklin Library of Fisk University. Fisk, a private, liberal arts college, became the first historically black college or university to become a member of SACS. The Watkins/Fisk agreement allows both parties to have access to non-circulating and circulating materials in each of the respective libraries. This means Watkins' students have easy access to all of the Franklin Library's resources. They must simply register with the library and show their Watkins' I.D. card and they may check out books and materials from the general collection. Periodicals may be printed.

The reciprocal contract with Fisk University's Franklin Library offers access to 200,000 book titles and current magazines for students and faculty members as well as electronic resources, music scores, maps, and other cataloged items. Watkins faculty and students also have access to one of the preeminent resources for the study of the African American experience in the country, Fisk University's Special Collections.

Fisk University is about two miles from Watkins College's campus—a four-minute drive. The Franklin Library is open Monday through Thursday, 7:45 a.m. to 10:00 p.m.; Friday, 7:45 a.m. to 5:00 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; and Sunday, 2:00 p.m. to 10:00 p.m. During Fisk's final examination period library hours are extended to midnight. Special Collections is open Monday-Friday, 9:00 a.m. to 4:00 p.m. Students may arrange to use materials in the library after 4:00 p.m. Special Collections is closed in June and July. The Media Center is open Monday through Friday, 8:00 a.m. - 5:00 p.m.

Within the confines of the three stories of the Franklin Library at Fisk University, students and faculty of Watkins College have access to:

On-Line Public Access Catalog (OPAC)

The library holdings may be found on line. Students may search the catalog by author, title, subject, words in a title, author and title and reserve lists.

Circulation Desk

Watkins students and faculty may check out books and reserve materials from the circulation desk. Items on reserve must be used in the library.

Reference

Non-circulating reference materials including books, magazines, and journals are available to Watkins students and faculty.

Special Collections

The Franklin Library collections of rare materials “draw scholars from around the world”. The African-American collection, which includes manuscripts, archives, and oral histories, as well as an extensive collection of books and pamphlets, is a major source for the study of “the African-American experience”, according to the Fisk University catalog. These materials may be accessed and used in the Special Collections reading room by Watkins students and faculty. A list of the Special Collections of the Franklin Library is attached as Appendix.

Media Center

Watkins students and faculty may also use video recorders, tape recorders, film projectors, VCRs, overhead projectors, a LCD projector, phonograph records, films, and videotapes.

Government Documents

The John Hope and Aurelia E. Franklin Library is a partial document depository of publications by the United States government. The collection contains printed materials, microfiche, CD-ROMs, and periodicals available to Watkins staff and students.

Electronic resources

Electronic resources are available to Watkins students and faculty in various formats. On CD-ROM in the library are Books in Print, Current Protocols in Molecular Biology, and Current Protocols in Human Genetics. Available on-line at Fisk are Lexis-Nexis Academic Universe, Tennessee Electronic Library (TEL), Dialog, JSTOR, Elsevier ScienceDirect, and PsycInfo.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

Watkins College of Art & Design is in compliance with this standard.

Recruitment is managed by the Admissions Office, staffed by the following:

- Director of Admissions
- 2 Full-time Admissions Counselors
- 5 Part-time student workers

Currently the college uses the following tools to recruit prospective students:

- Watkins College of Art&Design website
- Marketing brochures
- Attendance at National Portfolio Day fairs
- Attendance at general college fairs
- Presentations to high school art, design and media classes
- Direct contact with high school art instructors and counselors
- Scheduled campus tours
- Scheduled College Preview Days
- Sponsorship of high school art and film competitions in Tennessee, Kentucky, Alabama and Ohio
- Print advertising in selective media such as:
 - Create Magazine
 - Creative Outlook Magazine
 - Nashville Film Festival program
 - College & University Bulletin (for Home Schoolers)
- Purchase of names of prospective students through allschools.com and collegebound.com
- Verification and update of information on college search websites such as
 - Petersons
 - Princeton Review
- Positioning of Watkins College on college recruitment websites
 - Artschools.com
 - Filmschools.com
 - Collegesource.com
 - Collegetransfer.net

The Director of Admissions develops all recruitment and marketing materials which are presented to the Executive Team for feedback and approval. The Executive Team consists of:

- The President
- The Vice President of Academic Affairs
- The Vice President for Institutional Advancement
- The Vice President for Finance and Administration
- The Director of Admissions (also the Executive Assistant to the President)

Review of marketing materials by the Executive Team insures that an accurate and consistent message is relayed to prospective students regarding the mission, content and purpose of the college.

Currently all printed marketing materials and advertisements are created in-house, using a graphic design consultant. All current marketing is developed to send the following consistent message:

Watkins College of Art & Design is a community of students and faculty devoted to artistic and academic excellence. We focus on teaching the visual arts and the scholarship surrounding them...If you are serious about and committed to a life as an artist, designer or filmmaker, come and join us.

Web Site

The main vehicle for recruitment is the Watkins College of Art & Design website (www.watkins.edu). The current website was developed several years ago and has been judged inadequate for our current needs. A committee has been formed to develop a new website and is currently working with CentreSource to design and implement a new site. The new site will not only be easier to update, it will give prospective students more access to student and faculty galleries, college events and news, make admissions, financial aid and scholarship information easier to access and, in general, reflect the current level of achievement of the college. At this time, phase one of the new site is expected to be implemented by March 2008.

National Portfolio Days and General College Fairs

As a member of NASAD, Watkins representatives attended fourteen National Portfolio Days during the 2007-08 season, including hosting the first event ever held in Nashville. The NPD events have proven to be a strong vehicle for both familiarizing students interested in the visual arts with Watkins College of Art & Design and for Watkins to identify talented students who we believe would be excellent candidates for our college. Our plans are to increase the number of NPD events we attend in the 2008-09 season. Although we still attend some general college fairs within the Southeastern United States, the National Portfolio events are proving to be a much more effective way to make contact with students who are serious about studying the visual arts.

Tours and College Preview Days

Prospects and their families are encouraged to visit our campus. Tours are scheduled for Monday through Thursday at 1 p.m. but the Admissions Office is flexible and will accommodate other time requests. A counselor is always available after the tour time to meet with visitors and address specific questions about our college and the admissions process. The Admissions Office will also arrange other specific requests such as an appointment with the financial aid office, attendance at a college class, or a meeting with the chair of the department of interest. College Preview Days are scheduled twice a semester and consist of group tours of the college and the student housing, a general

information session, presentations by the individual departments and access to admissions, financial aid and student life representatives.

Sponsorship of High School level Visual Arts Competitions

Currently Watkins offers scholarships, based on successful application to Watkins College of Art & Design, to junior and senior students who are awarded prizes in the following regional and national art and film competitions:

- Regional Scholastic Art Awards
- National Scholastic Art Awards
- East Tennessee Regional Student Art Exhibition
- Ohio Governor's Youth Art Exhibition
- Kentucky AEA All-State Art Competition
- Nashville Film Festival Young Filmmakers
- East Tennessee Television and Film Commission Audio/Visual Fest
- Alabama AEA All-State Art Competition

The current organization of the admissions office has been in place since mid-November 2007, just a little over a year, and the materials and recruitment processes being used are in the first full yearly cycle. In addition to the above recruitment tools, a greater emphasis on personal communication with the prospective students and timely responses to inquiries is highly emphasized by the current team. Although the current admissions team is in the first full year of operation, all results indicate a very positive response to the changes that have been made. For example, Fall 2007 applications were up just over 70% from Fall 2006 (239 vs 140) and the incoming class for Fall 07 was the largest in Watkins history, up 50.5% from the prior fall (140 vs. 93).

Admission Procedures

The application process consists of the completion of a number of different elements, which are indicated below. Files are considered incomplete until all materials are received. Once all required materials are received by the Admissions Office, the completed file is sent to the appropriate department where the faculty reviews the submitted materials, makes a determination of acceptance, and recommends a scholarship, if applicable. The file is then approved by the Vice President of Academic Affairs and returned to the Director of Admissions. The Director of Admissions sends a letter of denial or acceptance to the applicant. If a scholarship is offered the details of it will be included in the acceptance letter. A deposit of \$100 is requested which serves to confirm the student's intent to attend. The deposit is held and applied to the student's tuition and fees upon registration.

First Time College and Transfer Application

Application Form

The Application Form must be printed legibly in ink.

Application Fee

A non-refundable application fee of \$50 must accompany the application form. Payment can be made by check (payable to Watkins College of Art & Design) or by credit or debit card.

Transcripts

Official copies of transcripts of all previous education must be sent by the issuing institution directly to the Admissions Office at WCAD. Copies accompanying applications are not acceptable.

High school transcripts are required for all applicants who have completed twelve or less credits of college work, excluding remedial or developmental work. Transcripts from any college where the applicant has attended are also required.

High School students must provide a final, official transcript after their graduation.

Transcripts for students with a prior degree must include graduation date and degree conferred.

GED Applicants: Applicants who complete the GED must have an official verification of their score sent directly to the Admissions Office by the issuing organization.

Home-Schooled Applicants: Home-schooled applicants must submit an official transcript showing credits and date of graduation from an affiliated organization as defined by state law (T.C.A. 49-50-801) or the application must be accompanied by a certification of registration with the superintendent of the local education agency which the student would otherwise attend. Applicants who cannot provide a satisfactory secondary school credential may substitute an acceptable score on the GED examination.

Test Scores

Official ACT or SAT scores current within the last five years are required from all applicants who have not earned at least 12 hours of college credit, excluding remedial work. Scores should be sent directly from the issuing organization to Watkins.

Application Essays and Exercises by Department

Each department has specific exercise and essay requirements. The purpose of the application essays and exercises is to help the departments evaluate how applicants express their ideas visually and verbally, and to assess their artistic commitment and potential for success in their chosen field of study. As such, these exercises form an important part of the application and should be undertaken with care and serious intent. Currently department specific exercises and essay requirements are as follows:

BFA in Film/Certificate in Film

Write, direct and shoot a silent narrative video using the following scenario: Two people have not seen each other in a while. One holds a secret that he/she must tell but fears the other's response. Nevertheless, the secret must be shared. The project must be comprised of six shots, each shot up to, but not exceeding, 8 seconds; it must be fictional,

told with visuals only; no dialogue or subtitles are to be used; the project must be edited in camera only.

Storyboard each frame of the above shoot.

Write an essay of at least 250 words describing your creative, academic and professional goals, and explaining why you think it is important for you to attend college, and why you specifically chose to pursue film.

Filmmakers must have strong leadership skills in order to be successful in their profession, but must also be able to work collaboratively on creative projects. In a two or three paragraph essay, explain and describe, first, your leadership qualities and how you have acquired and applied these skills in past work or academic environments, and second, how you have demonstrated an ability to work collaboratively in past experiences.

BFA in Fine Art

Using a mirror draw your face in pencil as realistically as possible with the exception of one feature that you alter to represent your personality.

Build a box structure with your five favorite books. Draw this “still life” you have created in proper perspective in pencil

Come up with a one-sentence statement that you would like to express through your art. Focus on something specific and not too broad. By ripping or cutting up bits of colored paper, photographs or magazines, create a collage that communicates your statement through the use of color, form, texture and/or imagery without using any text.

Write an essay of 1250 words describing your creative, academic and professional goals, explaining why you think it is important for you to attend college, and why you specifically chose to pursue fine arts.

Artist Statement: Start with your one-sentence statement developed above and explain how your collage communicates your statement. Give specific examples of how the visual elements represent your ideas.

In two or three short paragraphs, explain and describe what you understand the difference to be between “craft” and “fine art” and what role you expect to play as an artist in today’s society.

BFA in Graphic Design

Type collage: Gather black and white text pages from magazines and/or newspapers. Tear or cut the text into a variety of sizes and shapes to build an image. The image should be totally abstract. Look at type as form, shape, pattern, color, etc. to create a unique, thought provoking image.

CD Cover Design: Design or redesign a CD cover. The size should be 5”x5”. Include the name of the album and of the musical artist. You may create your design through any media such as photocopying, collage, painting, drawing, photography, computer imaging, or any combination. Try to visually interpret the music, its mood, style or attitude. Focus on the idea as well as the design. Provide a printout or copy of the design on an 8 ½”x 11” sheet of paper.

Draw a self-portrait of your face while looking into a mirror. Draw on an 8 ½” x 11” piece of white paper using a #2B pencil.

In a 200-250 word essay, define and explain what you understand “graphic design” to be and what role you expect to play as a graphic designer.

Write a creative rationale for your CD cover design. Talk about the concept, design elements used, choice of imagery, color and anything else that you feel to be pertinent to the final solution.

BFA in Interior Design

Select a corner in one of the rooms of your house. Sketch, without using a ruler, the corner including the furniture existing in that corner. A minimum of three pieces of furniture must be included.

Create a design composition using connecting lines and circles. The composition may be in black and white or color. Concentrate on the element of repetition in order to create a unique, thought-provoking image.

Draw a rectangle no larger than 5” x 7”. Using black ink on white paper communicate one of the following words graphically within the allotted space: organic, interruption, erosion, symmetry, suspension, interval, chaos, integration.

Your client requests a lobby area to be 450 square feet. Give the dimensions of four possible room sizes, each one being equivalent to 450 square feet.

Your client’s new office is 12’6” x 9’3”. What is the square footage of this room?

You are about to specify carpet for your client’s living room that is 24’x20’. The carpet comes in 12’ wide rolls. How many linear feet of carpet should you order?

Write an essay of at least 250 words describing your creative, academic and professional goals, explaining why you think it is important for you to attend college, and why you specifically chose to pursue interior design.

In two or three short paragraphs, explain and describe what you understand the difference to be between “decorator” and “interior designer”, and what role you expect to play as an interior design professional in today’s society.

BFA in Photography

Submit five photographs concerning a topic of your choice.

Submit one interpretive photographic self-portrait.

Submit one abstract photograph

Write an essay of at least 250 words describing your creative, academic and professional goals, explaining why you think it is important for you to attend college, and why you specifically chose to pursue photography.

In a written essay, discuss the photographs you selected for your topic of choice above. For example, you might discuss why you selected the images, why the topic is important to you, or any other issues you think are relevant to the exercise.

BA in Art

Submit either an original essay on a subject of your choice or a copy of a recent high school or college essay. The essay should be 1,000 words or less, double-spaced.

Letter of Reference

The Request for Reference form must be completed by a person (e.g. a teacher, employer, art instructor, or counselor; not a friend or a family member) who can evaluate the

applicant's potential for success at the college level. The completed form is either returned to the applicant in sealed envelope to accompany the application or can be mailed directly to the Admissions Office.

Portfolio Submission

Each department has specific instructions for submitting work that is part of the application exercises. Additional work is not required but it is highly encouraged. Information on the medium used, size of the original work and other information that will assist the faculty in evaluating the work properly, such as whether the work was created for a specific class or assignment is also requested. Original work can be submitted but the admissions office is not responsible for misplaced or lost materials.

Guidelines for Portfolio Submission

For applicants submitting art work, a CD of the work is preferred. If submitting printed photographs, the size should not exceed 8 ½ x 11 inches. Slides are to be submitted in a plastic sleeve. Films can be submitted in either DVD or VHS format.

International Student Application

Watkins College of Art&Design welcomes applications from international students, however specific requirements must be met concerning their application. Students who wish to be admitted into the U.S. on a student (F-1) visa to attend Watkins must complete the following:

1. Application must be made to one of the Degree programs only, and all application requirements and deadlines must be met as stated in the regular procedures for admission above.
2. Application fee of \$50 must accompany the application
3. Applicant must provide official verification of current scores for either ACT or SAT test AND official verification of current scores from TOEFL test.
4. Applicant must verify sponsorship by providing a statement of support which shows that all expenses will be provided including tuition, fees, textbooks, other school related expenses and living expenses. An example of a statement of support would be a bank statement.
5. An enrollment deposit of \$2,000 must be paid, which is applied to the student's first semester's tuition. If the student is unable to enroll, this money is refundable; however, a \$100 administrative fee is excluded from the refund.

Once a student is accepted to the college and the enrollment deposit is received, a form I-20AB is completed by the college and sent to the student so that he or she may apply for an F-1 Visa.

Note: Students admitted under F-1 status must be enrolled full-time (12 or more credit hours per Fall and Spring term) and may not be employed off campus.

Special Status Applicants

Application may be made to the college for entry as a Special Status Student, either credit or non-credit. All Special Status students are limited to a total of 12 credit hours.

Special Status-Credit - students receive credit for classes that is then available for transfer back to the student's permanent institution (Transient) or can be applied to a degree at Watkins College of Art & Design if the student decides to apply as a credit, degree seeking student the semester following his or her enrollment as a special status student.

Special Status-Non-credit is available for students who wish to audit a class.

All Special Status Applicants must:

- Complete the Special Status Application
- Submit a \$50 non-refundable application fee, payable by check made out to Watkins College of Art&Design or by credit or debit card.
- Submit an official transcript directly from the issuing institution to the Admissions Office showing any pre-requisites necessary have been fulfilled.
- If the Special Status application is for transient credit, student must provide an official transcript or letter of good standing from their current institution.
- Submit a brief statement of purpose explaining their goal in taking the class(es).

Once the complete application has been received, it is submitted to the chair of the department involved for final approval. The Admissions Office must receive all application materials no later than 30 days prior to the date of registration for the semester of entry. Special status student register on a space available basis only and are not eligible to receive financial aid.

Deferred Enrollment Policy

Applicants who are accepted for admission must pay a non-refundable enrollment deposit of \$100 to the college to hold their place, including applicants who decide to defer enrollment until a later semester. A student may defer enrollment only once and must enroll in the next semester immediately following the semester of acceptance, excluding Maymester/Summer semesters. Applicants who do not enroll within one semester of acceptance of admission are required to reapply for admission. They will also forfeit their \$100 enrollment deposit.

Transfer Credit Policy

Course credit with a grade of C (2.0) or higher is accepted in transfer from colleges and universities for courses equivalent to those required by Watkins College of Art & Design. Equivalent credit is defined as equivalent course content and equal or greater credit hours and must be established by official transcript and course descriptions from the catalog of the sending institution. Transfer of credit for studio courses may also require a portfolio review. Prior studio credits without portfolio substantiation may be counted as elective credit at the discretion of the appropriate department chair. Transfer credits for studio courses taken over 7 years prior to the date of application are not accepted. Developmental and/or remedial courses are not transferable.

It is the applicant's responsibility to provide all information needed by the college (i.e. official transcripts and course descriptions) to evaluate transfer credit. Official transcripts must be sent directly from all colleges from which an applicant is requesting transfer

credit. Credit will only be transferred after receipt and adjudication of official documents from each institution that granted the credit. Transfer credits are not officially considered unless a formal application for admission has been completed. Any verbal discussions with college staff regarding transfer credits during or prior to the admissions process are considered only preliminary discussions for general advisement purposes and are not binding. Accepted applicants will receive official notification of credits awarded after the application has been completed and accepted. All notification of accepted credits will be in the form of an official letter from the Registrar.

All questions of credit transfer must be settled in advance of the student's first enrollment at Watkins. Transfer credits will not be accepted or added to the student's record after the completion of his or her first semester at Watkins.

Retention

Retention is a major issue for all higher-education institutions. Historically WCAD has had a high percentage of non-traditional students who, for a variety of reasons, often "stopped-out", taking a semester or more off. Many times a "stop-out" resulted in a "drop-out". Although Watkins still has a significant number of non-traditional students, each year the number of traditional students has been growing. Currently over 60% of our student body is 24 and under, with close to 50% 21 and younger. Although these traditional students tend to be more full-time and continuous in their studies, the younger demographic presents its own challenges including the need for more mentoring and guidance.

In 2004 a Director of Student Life was added to the administration and in the fall of 2005 Watkins College opened its first on-campus student housing building. By the fall of 2006 it was at full occupancy (48 students). By fall 2007 it became necessary to rent off-campus apartments to accommodate the demand for housing and plans were started to begin a second housing unit which will open in fall 2008. The addition of students on-campus 24 hours a day has greatly added to the sense of community which, in turn, has helped student satisfaction and retention.

The Director of Student Life has organized student government, including a grievance committee, organized disability services, tutoring services, career counseling and student job opportunities. The Student Life Office arranges events for the students including movie nights, talent shows, an annual student art (YART) sale, student organizations and other events that all increase student involvement in the college. The Office of Student Life is centrally located in the college building to encourage communication between the Director and the students.

Also, to help increase retention, academically at-risk students are identified as early as possible during the semester and any student with a C- or lower at mid-term is notified and advised to seek assistance, both from their advisor and from the Director of Student Life. Additionally, the advisors of these students are also notified so that they can be proactive in counseling. Advisors are also notified of any student who fails to register for the current semester and encouraged to contact the student to see if any problem exists

that can be addressed by the college. Teacher evaluations are completed by the students every semester and a student satisfaction survey is completed every spring. Every effort is made to address issues that are identified as unsatisfactory.

In 2007, The Presidential Award of Excellence was established which awards \$1,000 to students with a cumulative grade point average of 3.65 and above at the end of the spring semester which is applied towards their tuition for the following fall and spring semesters, based on full-time enrollment. In 2008, The Trustees Award for Continuing Students was established that awards \$500 to students with a cumulative grade point average between 3.25 and 3.64, also based on full-time enrollment. Both of these awards encourage scholarship, full-time enrollment and retention. Additionally, monies for departmental awards that are given by the faculty of the departments to deserving students was substantially increased in the 2007-08 budget.

In summary, Watkins College of Art & Design is addressing retention by focusing on growing a community spirit, increasing communication between faculty, administration and students, encouraging student participation in governance, pro-actively identifying and helping at-risk students and rewarding academic and artistic performance.

Record Keeping

Records for all students are maintained under lock-and-key in a file room behind the Office of the Registrar. Electronic records are maintained in a secure database managed by ComSpec Empower data management software. Access to both types of records is strictly monitored according to FERPA, AACRAO, VA, and other standards.

Faculty records are maintained under similar conditions in the Office of Academic Affairs.

Advisement

All academic advising is provided by full-time faculty within the student's major field. Formal advising periods accompany each registration cycle. All faculty are required to post and observe ten office hours per week so that they will be available as needed for student advising. Advising is also available by appointment.

I. Credit and Time Requirements

Watkins College of Art & Design is in compliance with this standard.

Definition of a Credit Hour

A semester hour of credit represents at least three hours of work per week as recommended by the National Association of Schools of Art and Design. In studio courses, students are expected to devote one and one-half hours of productive work outside of class for every three hours spent in class. For example, a three credit hour studio course requires a total of nine hours of work per week: six hours in class, three hours outside of class. In lecture courses, a three credit hour course requires three hours in class and two hours of work outside of class each week.

Transfer Credit

General Policies on Transfer Credit from Other Institutions

Watkins College accepts transfer credit from colleges and universities that are accredited by organizations recognized by the Council for Higher Education Accreditation. Faculty, advisors, and other staff members at WCAD will provide informal assistance and consultation to prospective students about the possibility of transfer credits but these preliminary discussions are for general advisement purposes and are not official. The official evaluation and formal decision about General Education transfer credits must be completed by the Registrar. Evaluation of course work completed within the major will be performed by the Department Chair. The Registrar will complete the official evaluation only after a prospective student has a complete application on file at Watkins and his or her application is under review by the Admissions Committee. The applicant must provide official transcripts and any other documentation as requested by the Registrar or the College Admissions Committee.

All questions of transfer credit are to be resolved prior to a student's first enrollment at Watkins. While transfer credits count toward meeting program and graduation requirements at Watkins, they are not used in factoring the GPA. Credits transferring to Watkins may not be determined from a listing of transfer credits on the transcript of another institution. An official transcript from each institution attended is required. Transfer of credit for studio courses may require a portfolio review. Developmental, remedial, or other below college-level courses are not accepted for transfer credit. Courses in which an applicant earned a grade below a C (2.0 on a 4.0 scale, or the equivalent) are not accepted for transfer credit. Courses that are in progress at another institution will be considered pending the receipt of an official transcript showing the posting of the final grade.

Transfer credit is awarded as semester hours only. Courses taken on the quarter system at other institutions must be converted to semester hours. Courses taken on the quarter system that appear equivalent to Watkins' visual arts foundation courses or Watkins

courses in a program major or concentration must in the conversion equal or exceed the semester hours at Watkins for credit to be awarded. However, equivalent content courses taken on the quarter system may in some instances be combined for transfer credit for equivalent Watkins courses.

Transfer Credit for General Education Courses

Transfer credit of equivalent courses is accepted for required courses in the General Education program under the following guidelines:

English Composition I

Any first-semester college-level writing course may be accepted for this requirement. In addition, students who have received advanced standing by institutional exam at a previous institution and can substantiate the advanced standing by official transcript or with a letter from the previous institution's Registrar's office will be deemed to have met this requirement.

English Composition II

Any second-semester or above college-level writing course may be accepted for this requirement.

Speech Communication

Any oral communication course emphasizing presentation skills may be accepted for this requirement.

History of World Civilization I and II

A wide variety of history courses that do not focus exclusively on Western or American civilizations will be considered in addition to World Civilization survey courses. More specialized courses presenting historical perspectives about nations and cultures of Africa, the Middle East and Far East are examples of other courses that will be considered to transfer for this requirement. United States History is not applicable.

The Natural Sciences

Any college-level general or natural science course will be accepted for this requirement. Examples of science courses that will be accepted are astronomy, anatomy, biology or animal science, botany or plant science, chemistry, geology, general science, natural science, physics, and physical science. Social sciences do not apply.

Mathematics

Any college-level mathematics course will be accepted for this requirement. Developmental or remedial mathematics courses, even those taken at a college or university, cannot be accepted.

General Education Electives

All major programs at Watkins, except for the Certificate Program in Film, require that the student complete a prescribed number of elective courses in General Education. Watkins will accept for transfer a wide and diverse variety of courses to count toward the General Education elective requirement. For example, courses in these disciplines will be accepted for elective credit in General Education: anthropology, archaeology, art, biology, botany, communication, computer science, dance, economics, geography, geology, history, literature, mathematics, music, philosophy, political science, psychology, religion, sociology, theatre, and courses in many other disciplines. Foreign language courses may be considered after other applicable courses have been transferred.

Visual Arts Core

All major programs at Watkins, except for the Certificate Program in Film, require students to take specific Visual Arts Core courses. Transfer credit is accepted for courses that are directly equivalent in content and credit hours for these courses:

- Art History Survey I and II
- 20th Century Art History
- Drawing I and II
- Two-Dimensional Design (provided that it includes Color Fundamentals)
- Three-Dimensional Design
- Four-Dimensional Design (Time Based Media)
- Photography I

Transfer Credit for General Education Courses for Students with Previously Earned Bachelor's Degrees

A transfer student who has previously earned a bachelor's degree from a college or university accredited by an organization recognized by the Council for Higher Education Accreditation is considered to have satisfied the requirements for the General Education program at Watkins in composition, history of world civilizations, natural sciences, social sciences, speech communication, and mathematics. An analysis of the student's transfer credits by the Registrar and of the requirements of the student's choice of academic program will determine additional General Education requirements in the Visual Arts Core that the student must complete at Watkins. Students pursuing the Certificate in Film must have a bachelor's degree to enter the program. There are no General Education or Visual Arts Core requirements for students in this program.

Transfer Credit for Courses in Programs of Study

Transfer credit of equivalent courses may be accepted for required and elective courses in the degree and certificate programs at Watkins. Transfer courses must be directly equivalent in content and credit hours, as determined by the Registrar and the appropriate Department Chair.

Residency Requirements for Transfer Students

The BFA and BA degree programs require that a minimum of thirty-six credit hours be completed at Watkins including at least eighteen hours completed in the major. The AFA degree program requires that a minimum of twenty-four credit hours be completed at Watkins including eighteen hours in the major. The Certificate Program in Film requires that a minimum of twenty-four credit hours be completed at Watkins. The last twenty-four credit hours of any program must be completed at Watkins.

These policy statements are excerpted from the 2007-2008 Catalog, which is included as an Appendix.

J. Published Materials and Web Sites

Watkins College of Art & Design is in compliance with this standard.

The published materials concerning the institution consist primarily of the Catalog, the Faculty Handbook, the Student Handbook, and the Operational Guidelines and Policies Manual. Copies of these documents are included in Appendices.

The URL for the College Website is www.watkins.edu.

K. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

This standard is not applicable to Watkins College of Art & Design.

L. Community Involvement

This standard is not applicable to Watkins College of Art & Design. The community programs of the College are described below under N. Non-Degree-Granting Programs for the Community.

M. Articulation with Other Schools

Watkins College of Art & Design is in compliance with this standard.

Watkins College of Art & Design presently has formal articulation agreements with two of the public community colleges within the Tennessee Board of Regents system – Columbia State Community College and Pellissippi State Technical Community College. These programs are designed as 2+2 agreements that allow students who have met certain curricular requirements to transfer to WCAD and complete the last two years of the BFA program in Graphic Design (for Pellissippi) and in Graphic Design, Fine Arts, or Film (for CSCC). Copies of the articulation agreements themselves are included as Appendix F.

WCAD also has an articulation agreement with Fisk University in which Watkins will supply needed coursework to Fisk students so that they may earn a minor in Interior Design or Film Studies or a Concentration in Graphic Design within their degree program at Fisk. A copy of this agreement is provided as Appendix G.

N. Non-Degree-Granting Programs for the Community

Watkins College of Art & Design is in compliance with this standard.

The mission of the Community Education Program of Watkins College of Art & Design is to provide a distinctive education that will empower youth, teens and adults to embrace their artistic abilities and give them the tools to pursue a life of creativity.

This program is deeply rooted in Watkins history and serves a vital role as a center of creative energy and education for the entire community and as a recruiting tool for the college. As stated in the institution's strategic plan, it also "gives the institution a critical dimension of public service and outreach in the arts and forms an important face to the community at large" and is:

...vital to the welfare of the institution and every effort must be made to see that it succeeds and expands...It is perhaps not an exaggeration to say that the growth and success of Watkins' Community Education Program will be a barometer for measuring the growth and success of the entire institution in years ahead.

The community education program currently serves over 1000 students a year between the Young Artists Program (YAP) and Adult Community Education (ACE) program, providing more than 100 classes and earning more than \$150,000 in revenue for the institution. The market audience is working professionals and school-aged youth and teens; therefore, the schedule is mostly limited to weeknights and weekends, except in the summer when weekday classes for youth and teens are offered. The program continues to grow and prosper in countless ways and each semester new programs, classes and workshops are offered and enrollment sets new records. Often classes are at maximum capacity and some have waiting lists.

The table on the following page provides comprehensive enrollment in Community Education programs by semester from 1998 to the present:

Year	YAP Spring	YAP Summer	YAP Fall	Special Wksp	Year Total	ACE Spring	ACE Summer	ACE Fall	Special Wksp	Yearly Total	% Increase	Comb. Total	Year
1988	0	12	0	0	12								1988
1991	28	84	0	0	112								1991
1996	71	234	45	0	350								1996
1997	64	317	64	0	445								1997
1998	108	279	41	0	428								1998
2000	85	330	56	0	471	69	53	31		153		624	2000
2001	58	336	41	0	435	60	57	67		183		618	2001
2002	71	233	31	15	350	100	58	62	48	227		577	2002
2003	110	232	54	0	396	84	53	50	10	197	-13%	593	2003
2004	116	267	69	0	452	78	67	73	17	235	16%	687	2004
2005	69	466	45		580	108	158	133		399	70%	979	2005
2006	50	452	39		541	185	146	120		451	13%	992	2006
2007	78	422	42		542	164	171	141		476	6%	1018	2007

O. Operational Standards for All Institutions for Which NASAD is the Designated Institutional Accreditor

Watkins College of Art & Design is in compliance with this standard.

Language that addresses the areas of title, finances, governance and administration, and facilities and equipment are covered in previous sections of this document. A description of the student services area follows. The area of teach-out agreements does not apply to the institution.

The mission of the Office of Student Life is to identify and provide learning opportunities designed to enhance the student experience at Watkins College of Art & Design. This office strives to create an environment of inclusion, safety, involvement, and community to produce successful practicing artists.

In all of its activities the Watkins Office of Student Life seeks to collaborate actively with students, faculty, and staff to develop and provide programs and services that enhance the quality of life at Watkins, to design opportunities that enable students to develop ethically, intellectually, socially, and physically, and to educate students to act as responsible members of the campus community by encouraging leadership and involvement in the local, national, and world community.

(portions taken from the *Ethical Standards of the American College Personnel Association & Educating by Design: Creating Campus Learning Environments That Work*, C. Carney Strange, James H. Banning).

Areas of responsibility of the Office of Student Life include career planning, disability services, counseling, housing & residence life, international student advisement, orientation, recreation, student retention, student activities, student health and wellness and tutoring.

Currently the Office provides the following:

Disability Services – The Director of Student Life serves as the contact person for any student who has any reported disabilities and works with both students and faculty to make any accommodations.

Career – The Office of Student Life assists with the management of career planning. Students are notified regarding career opportunities via direct email information, a job posting board, and through faculty communication. The Office also assists department chairs in conveying any career or internship information as it becomes available.

Counseling – Watkins College has a contract with a non-profit counseling service to offer free counseling services to the student population. The Office of Student Life helps to communicate this information to both faculty and students. The office also serves as the first point of contact for students when making a recommendation to participate in the program.

Housing and Residence Life – Watkins College of Art & Design offers on-campus housing in a forty-eight-bed apartment style residence hall. Various needs and program services are associated with this including student staffing and staff development programs, judicial organization, management of maintenance areas, safety and programming opportunities.

International Students – The Office of Student Life handles all International Student F-1 Visa Status paperwork and communication.

Orientation – The Office of Student Life coordinates the orientation program. The program is intended to welcome new members of the student community and to aid them in a seamless transition to Watkins College of Art & Design. Students who serve this program as Orientation Leaders provide a good representation of student life at Watkins, as well as take advantage of these service opportunities to develop their leadership potential.

Retention – In conjunction with both the Academic Support and Orientation areas, the Director of Student Life examines retention issues and offers information to assist with student satisfaction, to help improve retention, and to help students succeed academically.

Student Activities – The Office of Student Life is responsible for student activity, student government, and student organization development.

- The Office assists and offers activities for the student population. The Office collaborates with students, faculty and staff on the creation of these activities.
- The Office advises the student government organization, the “Student Forum” which has representation from all academic majors. The Student Forum works to create interaction and cohesiveness among students, faculty, and staff. The organization also assists with community service needs and social activities of the College.
- The Office also advises and encourages the creation of Watkins sponsored student organizations. A recognition process was recently created and information regarding student organization recognition was disseminated to the student population.
- The Office also creates community service activities/opportunities and coordinates the development of community service organizations.

Student Health/Recreation/Health Insurance – The Office of Student Life serves as a resource for student health, recreation and wellness information as well as student health insurance. Information is distributed regarding an affiliation with the local YMCA. In addition, information is distributed regarding health screenings as well as alcohol/drug wellness data, and health insurance.

Tutoring – The Office of Student Life assists with academic support efforts including an academic writing tutor.

Academic and Student Support Programs

The following programs are available to all full- and part-time students of Watkins College of Art & Design. The Office of Student Life serves as the primary point of contact for these programs, although some require the further coordination of other administrative office and academic units. Further information regarding these programs is provided in the WCAD Student Handbook, a copy of which is provided following this narrative as an Appendix.

Career Services

Work experience prior to graduation provides students the opportunity to gain valuable experience as a professional artist and in some cases to earn credits toward a degree. Students are encouraged to either seek out the advice of their Faculty Advisor or Department Chair, or contact the Office of Student Life regarding any possible positions.

The Office of Student Life also receives information periodically throughout the year regarding other positions. Students may look for information on the employment posting board located in the 500 classroom hallway or via monthly email, or seek out the assistance of the Director of Student Life.

Cheekwood Membership

Within its fifty-five acres, the Cheekwood Botanical Garden and Museum of Art is a complex institution rich with history, beautiful gardens and fine art. The Botanical Garden showcases fine horticultural collections, acclaimed for their diversity and quality. The Museum of Art presents American and European art and is recognized as a center for contemporary art in the Southeast. These collections reside in one of the grandest estates in Nashville, the former Cheek residence. Named to the National Register of Historic Places, the mansion and the original boxwood gardens are an amazing work of architecture and design and the ideal setting for the gardens and art museum. *All Watkins students are given free memberships to Cheekwood Botanical Garden and Museum of Art and the membership is courtesy of the Brownlee O. Currey Foundation.* Students need only to present a current Watkins student ID to enter.

Frist Center for the Visual Arts

The Frist Center for the Visual Arts is a nonprofit art-exhibition center, with approximately 24,000 square feet of gallery space, dedicated to presenting the finest visual art from local, state and regional artists, as well as major U.S. and international exhibitions. The Frist is constructed in what was formerly Nashville's historic main post office, a city landmark that was placed on the National Register of Historic Places in 1984. Students with a Watkins ID are admitted at no charge on "College Nights" from 5pm to 8pm.

Housing

On-campus apartment style housing is available on a space available basis. Each apartment has a completely furnished living room, four bedrooms, two full baths, kitchen and dining area, stove, refrigerators, dishwasher, and a microwave. Anticipated room

rates for 2006-07 are \$2800 for each fall and spring semester and \$1000 for the summer semester. Included in costs are heating, air conditioning, water, high-speed Internet access in each bedroom, local phone service and cable TV. The Office of Student Life also assists students with finding off-campus housing options.

Personal Counseling and Advising Services

Watkins College of Art & Design recognizes that personal problems can sometimes cause stress and affect performance in the school setting. The **Student Assistance Program** is a professional counseling service offered through Family and Children's Services designed to help students identify problems and seek solutions. This program is a pre-paid service to students and their immediate families-providing three face-to-face sessions at no cost.

The Student Assistance Program provides assistance in most personal problems such as drug/alcohol abuse, depression, anxiety, relationship conflict, problems caused by legal/financial worries, abuse and other day-to-day problems. When a student feels or believes that a problem exists and he or she wants the assistance of a professional counselor, a student may refer himself or herself. Students who are currently enrolled in Watkins College of Art & Design and their immediate family members are covered. Once the problem has been identified the counselor will recommend a helping plan to resolve the issues. Most problems can be identified and a plan for achieving resolution developed within the three pre-paid sessions. Beyond these three sessions, the counselor may make a referral to another appropriate service.

Medical Insurance

Watkins provides contact information for students seeking health insurance coverage. Watkins has information from The Sentry Student Security Plan.

International Student Advising

Questions and problems regarding immigration matters or other international student concerns are handled by the Director of Student Life and the Vice President for Academic Affairs.

Student I.D. Cards

Student I.D. cards are issued to all students and are required for admission to Watkins buildings and labs and when requesting and/or retrieving documents from the Office of the Registrar during certain hours. Cards are issued during registration for the first semester of attendance for new students. The cards are updated with each subsequent registration with dated validation stickers. Bar-coded labels are added by the library staff, and are required to check out materials from the library. Many discounts are available locally to students with valid student I.D. cards.

Watkins Student On-Line Forum

An initiative of the Student Forum, the Watkins Student On-Line Forum offers information about current and upcoming Watkins events, announcements from Student Forum members, information about academic departments, and a location to submit

concerns or complaints. There are also public and personal photo galleries available where students may post their work. The intent of the forum is to increase Watkins staff-to-student communication and student-to-student communication. This forum is accessible to anyone with Internet access, but it is designed to be a resource fully accessible only to Watkins students. Registration is required to access most of the online forum and only Watkins students may register. The forum is located at: <http://students.watkins.edu/forums/>

YMCA

All students receive a special reduced rate from all area branches of the Middle Tennessee YMCA. Students may obtain a rate for a center-only membership or get a citywide membership. Students need only to present a valid Watkins student I.D. to receive reduced membership rates. The **Northwest YMCA** is conveniently located within five minutes of Watkins at 3700 Ashland City Hwy. Students are encouraged to utilize this neighboring facility.

Avante Grille

The Avante Grille is the campus eatery at Watkins. Students are able to select from a wide variety of dining options and the café is generally open for breakfast, lunch and dinner.

Student Organizations

Student organizations provide a valuable service to the college community by promoting leadership development, community spirit, activism, public spirit, and social and cultural interaction. Students are encouraged to start their own organizations. For information on how to start an organization at Watkins, students may contact the Student Life Office by stopping by the office (Room 107) or calling for more information. Current organizations at the College are listed below:

American Advertising Federation College Chapter

The Graphic Design Department has an American Advertising Federation college chapter (WCAD Design Mafia). This affiliation allows design students to participate in advertising competitions on a local, regional, and now, national level. They also receive discounts on certain Nashville Advertising Federation events and seniors are eligible for NAF scholarship money.

American Society of Interior Designers, ASID

The American Society of Interior Designers (ASID) is a nonprofit professional society representing the interests of interior designers and the interior design community. Watkins has a student chapter and students are invited to attend the professional chapter meetings throughout the year.

International Interior Design Association, IIDA

The International Interior Design Association (IIDA) is a professional networking and educational association of more than 10,000 members in eight specialty forums, nine regions, and more than thirty chapters around the world committed to enhancing the

quality of life through excellence in interior design and advancing interior design through knowledge.

Student Government Association

The Student Government Association is a group of students selected by their peers to represent student concerns. The forum focuses on institutional, departmental, and community needs. Its mission is to promote interaction and cohesiveness among students, faculty, staff and community while improving learning and working environments within the college.

P. Operational Standards and Procedures for Proprietary Institutions

This standard is not applicable to Watkins College of Art & Design.

Section II. Instructional Programs

A. Non-Degree-Granting Institutions or Non-Degree-Granting Programs Within Degree-Granting Institutions

Certificate in Film (Producing, Directing, Screenwriting, Cinematography, and Editing)

Application for Renewal of Final Approval

Watkins offers a Certificate in Film program for those who have already earned a baccalaureate degree or who have substantial professional experience in media arts. Completion of a twenty-seven credit hour Film Foundation is required, together with fifteen credit hours of electives taken from any of the filmmaking concentrations (cinematography, directing, editing, producing, or screenwriting). Because this program is primarily intended for those who have already earned a baccalaureate degree, there is no required General Education component included in the curriculum for this program. Students are expected to complete the requirements for this certificate within two years of full-time study. While there is no minimum time period for completion of the degree, students are subject to the same policies as other students and may not take more than fifteen hours within a semester. All courses in this curriculum must be taken in residency at Watkins College of Art & Design. Students must also meet institutional standards for satisfactory academic progress as stated above, and the maximum time allowed for completion of this degree program is 150% of the standard time, or three years of full-time study.

Curricular Table

Degree Title: _____ Certificate in Film
Number of Years to Complete Degree: _____ 2
Degree Submitted for: _____ Renewal of Final Approval

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
36 credits	6 credits	0 credits	0 credits	42 credits	7	Steven Womack
86% of credits	14% of credits	0% of credits	0% of credits			

Studio or Related Areas

FLM 103	Elements of Film Art	3
FLM 112	Tech I	3
FLM 204	Introduction to Screenwriting	3

FLM 210	Film Production I	3
FLM 211	Film Production II	3
FLM 261	Directing Workshop	3
FLM 291	Introduction to Editing	3
Film Electives		15
Total Studio or Related Area		36 credits

Art/Design History

FLM 201	The Early Development of Cinema	3
FLM 202	Modern International Cinema	3
Total Art/Design History		6 credits

Total Credits

42 credits

As a part of Watkins College of Art & Design, the Watkins Film School is distinguished by a film curriculum that explores the artistic, technical and business side of independent filmmaking. The Certificate in Film gives students a strong film foundation providing coursework in story, cinematic language, historical context, and production, as well as the opportunity for a student to focus or generalize her or his film study through elective choices. Most Certificate students enter this program with a prior bachelor's degree and therefore have a general education background to bring to their production work.

Similar to the BFA in Film, the overall strategy of the film school certificate coursework is to begin with the story and then translate it to the visual, first by utilizing conventional cinematic language and then exploring appropriate contemporary styles. All certificate students take an Introduction to Screenwriting course and then are required to write scripts for their first two production courses so that they can see how their words translate into the visual. Production courses are small allowing for faculty mentoring and advising and close collaboration with colleagues. As students move through production courses they take concurrent classes introducing more advanced aspects of cinematic language as well as their concentration coursework. Continued practice in taking a script to screen and the introduction of more challenging elements move the student toward a more sophisticated use of cinematic language that serves the story.

A required six hours of Film History connects historical trends with contemporary trends in cinema and provides film students with a foundation from which to develop their own style and craft. A variety of critical studies courses focusing on specific filmmakers and their contributions to the art of filmmaking are also available each year to offer a more in-depth study of style and the development of cinema.

All aspects of the filmmaking process are introduced, practiced and evaluated throughout the certificate program. By teaching the process from script to screen, students are exposed to and trained in both entry level and advanced level positions, below the line and above the line positions, artistic as well as the technical positions, and the business side of distribution and exhibition.

Each student presents a film at the end of her or his second semester and/or Production II course for a faculty review. Students are advised on their progress and the critique results are used to evaluate the content of foundation courses, sequencing of coursework, and teaching practices. Adjustments may be made in advanced courses so that weaknesses can be addressed.

Although internships are not required, students are encouraged to intern in the film industry before graduation. At the end of their internship, students are evaluated by professional filmmakers using an evaluation form that addresses their knowledge of the film industry, professionalism, etc. These evaluations are reviewed and used to adjust curriculum with regards to changing technology, real industry skills, production information, general job skills, etc.

Certificate graduates are prepared to enter a visual art career in filmmaking because they can demonstrate an overall understanding of story structure and cinematic language, an understanding of the major artistic trends and developments associated with narrative filmmaking from its beginnings to present day, and a thorough understanding of the filmmaking process from development to distribution/exhibition.

B. Degree-Granting Institutions and Programs

Bachelor of Fine Arts

Watkins College of Art & Design offers the Bachelor of Fine Arts degree in Film, Fine Arts, Graphic Design, Interior Design, and Photography. Within the BFA in Film program, concentrations are offered in Producing, Directing, Screenwriting, Cinematography, and Editing. These BFA degrees require the completion of at least 120 semester credit hours of study, including a minimum of thirty semester credit hours in General Education. This thirty-hour block is identified as the General Education Core Requirement, and is supplemented by a requirement for nine hours of General Education Electives, twelve hours in the Visual Arts Core, and nine hours of Visual Arts Electives to create a core requirement for all BFA students comprising sixty semester credit hours. The BFA in Interior Design requires an additional six hours for a total degree requirement of 126 semester credit hours. These additional hours are necessary to conform to CIDA standards.

Standard completion time for a full-time student enrolled in a Watkins BFA degree program is defined as eight semesters or four years of full-time study. While there is no minimum time period established for completion of the degree, institutional policy limits the course load of students to fifteen credit hours per semester. A Maymester and a Summer Semester are available each year during which a student may enroll for a maximum of three hours and six hours, respectively. Enrolling in a series of these inter-session semesters has the potential to effectively reduce the chronological time frame required to complete the BFA by about a semester overall. Transferring students are required to complete at least thirty-five hours of their curriculum (including eighteen hours specifically in their declared major discipline) in order to satisfy institutional residency requirements. All students must meet institutional standards for satisfactory academic progress by maintaining a 2.0 cumulative grade point average and passing 67% of all attempted hours. The maximum time for completion of a BFA degree is defined as 150% of the time normally required to finish the degree program, which establishes six years of full-time study as the maximum.

BFA in Film (Producing, Directing, Screenwriting, Cinematography, and Editing)
Application for Renewal of Final Approval

Curricular Table

Degree Title: _____ Bachelor of Fine Arts in Film
Number of Years to Complete Degree: _____ 4
Degree Submitted for: _____ Renewal of Final Approval

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
72 credits	9 credits	30 credits	9 credits	120 credits	96	Steven Womack
60% of credits	7.5% of credits	25% of credits	7.5% of credits			

Studio or Related Areas

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design (Time Based Media)	3
FLM 103	Elements of Film Art	3
FLM 112	Tech I	3
FLM 204	Introduction to Screenwriting	3
FLM 210	Film Production I	3
FLM 211	Film Production II	3
FLM 261	Directing Workshop	3
FLM 291	Introduction to Editing	3
FLM 299	Portfolio Review	0
FLM 301	Production Fundamentals	3
FLM 310	Film Production III	6
FLM 312	Tech II	3
FLM 370	Cinematography I	3
FLM 432	Writing the Short Screenplay	3
FLM 451	Film Industry, Business & Finance	3
PHO 121	Photography I	3
Film Concentration*		15
Total Studio or Related Area		72 credits

Art/Design History

FLM 201	The Early Development of Cinema	3
FLM 202	Modern International Cinema	3

Art History Elective	3
Total Art/Design History	9 credits

General Studies

ANT 101	Cultural Anthropology	3
ART 101	Survey of World Art I	3
ART 102	Survey of World Art II	3
COM 220	Speech Communications	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS 101	World Civilizations I	3
HIS 102	World Civilizations II	3
MAT 101	Applied Mathematics	3
SCI 310	History of Scientific Thought	3
Total General Studies		30 credits

Electives

General Education Electives	9
Total Electives	9 credits

Total Credits

120 credits

***Film Concentration (Choose One)**

Cinematography

FLM 371	Advanced Cinematography	3
FLM 410	Film Production IVA/Senior Seminar	3
FLM 412	Film Production IVB/Senior Seminar	3
Electives		6

Directing

FLM 262	Acting for Directors	3
FLM 362	Advanced Directing	3
FLM 410	Film Production IVA/Senior Seminar	3
FLM 412	Film Production IVB/Senior Seminar	3
Electives		3

Editing

FLM 290	Sound Design	3
FLM 391	The Craft of Film Editing	3
FLM 490	Advanced Editing	3
FLM 491	Final Edit/Senior Seminar	3
Electives		3

Producing			
FLM 410	Film Production IVA/Senior Seminar		3
FLM 412	Film Production IVB/Senior Seminar		3
FLM 431	Advanced Screenwriting		3
Electives			6
Screenwriting			
FLM 330	Advanced Screenwriting		3
FLM 431	Screenwriting Workshop/Senior Seminar		3
Electives			9

As a part of Watkins College of Art & Design, the Watkins Film School is distinguished by a film curriculum that explores the artistic, technical and business side of independent filmmaking. The Bachelor of Fine Arts Degree (BFA) in Film allows concentration in producing, directing, screenwriting, cinematography, and editing. In addition, to the film curriculum, students are required to complete a fine arts foundation along with general education courses, all designed to create a curriculum which cultivates a well-rounded filmmaker and visual artist.

All film students take film courses their first year of study and begin production within their second year, depending on their program of study. Production courses are small, allowing for faculty mentoring and advising and close collaboration with colleagues.

The overall strategy of the film school coursework is to begin with the story and then translate it to the visual, first by utilizing conventional cinematic language and then exploring appropriate contemporary styles. All students take an Introduction to Screenwriting course and then are required to write scripts for their first three production courses so that they can see how their words translate into the visual. As students move through production courses, they take concurrent classes introducing more advanced aspects of cinematic language as well as their concentration coursework. Continued practice in taking a script to screen and the introduction of more challenging elements moves the student toward a more sophisticated use of cinematic language that serves the story.

A required six hours of Film History connects historical trends with contemporary trends in cinema and provides film students with a foundation from which to develop their own style and craft. A variety of critical studies courses focusing on specific filmmakers and their contributions to the art of filmmaking are also available each year to offer a more in-depth study of style and the development of cinema.

All aspects of the filmmaking process are introduced, practiced and evaluated throughout the BFA program. By teaching the process from script to screen, students are exposed to and trained in both entry level and advanced level positions, below the line and above the line positions, artistic as well as the technical positions, and the business side of distribution and exhibition.

Each student presents a film at the end of her or his second year and/or Production II course for a faculty review. Projects are screened and critiqued by a committee comprised of full time and adjunct faculty members. Students are advised on their progress and the critique results are used to evaluate the content of foundation courses, sequencing of coursework, and teaching practices.

Students also present their third production film for faculty review. Individual student meetings are held to evaluate and communicate the students' storytelling ability and proficiency with visual language and their advancement in their concentration. Students are advised on their progress and the critique results are used to evaluate the content of courses, sequencing of coursework and teaching practices. Adjustments may be made in advanced courses so that weaknesses can be addressed.

During the students' final year, they are required to submit a final graduate film/screenplay and orally present an artistic statement about their body of student work, a paper connecting their work with historical and contemporary trends in filmmaking, and a marketing and distribution plan approaching their short as a feature length project as well.

Although internships are not required, students are encouraged to intern in the film industry before graduation. At the end of their internship, students are evaluated by professional filmmakers using an evaluation form that addresses their knowledge of the film industry, professionalism, and so forth. These evaluations are reviewed and used to adjust curriculum with regards to changing technology, real industry skills, production information, general job skills, etc.

Graduates are prepared to enter a visual arts career in filmmaking because they can demonstrate an overall understanding of story structure and cinematic language as well as how they specifically relate to each student's specialization, an understanding of the major artistic trends and developments associated with narrative filmmaking from its beginnings to present day, and a thorough understanding of the filmmaking process from development to distribution/exhibition.

BFA in Fine Arts***Application for Renewal of Final Approval*****Curricular Table**

Degree Title: _____ Bachelor of Fine Arts in Fine Arts
Number of Years to Complete Degree: _____ 4
Degree Submitted for: _____ Renewal of Final Approval

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
72 credits	9 credits	30 credits	9 credits	120 credits	58	Terry Thacker
60% of credits	7.5% of credits	25% of credits	7.5% of credits			

Studio or Related Areas

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design (Time Based Media)	3
ART 112	Drawing II	3
ART 201	Figure Study I (Drawing)	3
ART 202	Figure Study II (3-D Modeling)	3
ART 231	Sculpture I	3
ART 241	Painting I	3
ART 251	Clay I	3
ART 261	Printmaking I	3
ART 371	Seminar I	3
ART 471	Seminar II	3
ART 490	Senior Thesis Exhibition	6
PHO 121	Photography I	3
PHO 251	Digital Imaging I	3
Studio Electives		9
<u>Fine Arts Electives</u>		12
Total Studio or Related Area		72 credits

Art/Design History

ART 221	20th Century Art History	3
ART 222	Art History Special Topic	3
ART 321	Contemporary Art Theory	3
Total Art/Design History		9 credits

General Studies

ANT	101	Cultural Anthropology	3
ART	101	Survey of World Art I	3
ART	102	Survey of World Art II	3
COM	220	Speech Communications	3
ENG	101	English Composition I	3
ENG	102	English Composition II	3
HIS	101	World Civilizations I	3
HIS	102	World Civilizations II	3
MAT	101	Applied Mathematics	3
SCI	310	History of Scientific Thought	3
Total General Studies			30 credits

Electives

General Education Electives			9
Total Electives			9 credits

Total Credits

120 credits

The BFA in Fine Arts is a studio-based program committed to developing foundation skills, the use of formal language, the introduction to a range of media including new technologies, and the practice of historical and critical thinking. The BFA degree is designed to develop professional interactions and practices and to use these skills to make contemporary, discursive forms. The goal of the BFA curriculum is to give students an understanding of the complex social, political, and personal circumstances that have historically given rise to artworks so that they may affect their own work, lives, and communities. This interdisciplinary approach reflects the diversity of current artistic practices and promotes an active exchange of academic and technical expertise.

As students progress from the primarily grammatical concerns of their foundation courses, they are introduced to various mediums that emphasize discipline specific (e.g. drawing, painting, sculpture, printmaking, ceramics, time based) working processes and conceptual thinking. Discipline specific reading, research, and writing are introduced at this level. The practice of research, editing, refining, and critique is emphasized as students begin to be aware of the rhetorical/discursive nature of making art. The cultural/historical concerns that emerge in the studio classes are supported by the general education and art history courses. All students in the Department of Fine Arts are required to take a substantial and thorough series of art history courses. These courses include a strong foundation in traditional art history, as well as extensive additional study in modern art movements. By the students' junior year a set of seminar classes begins to integrate the grammatical, logical, and rhetorical concerns of art making. An open discussion of each student's stated concerns and work before a committee of faculty and community art professionals is a unique and demanding exercise for young artists beginning to develop a compelling practice. Students often begin to integrate disciplines and process at this point, understanding the organic, interdisciplinary nature of

contemporary practices. The Department of Fine Arts has many links with the community and students are encouraged to take part in exhibitions, internships, and community projects. Student placements in or exchanges with other institutions occur regularly. The BFA degree concludes with a Senior Thesis Exhibition accompanied with a thesis paper and an oral defense before a panel of faculty and community arts professionals.

BFA in Graphic Design*Application for Renewal of Final Approval***Curricular Table****Degree Title:** Bachelor of Fine Arts in Graphic Design**Number of Years to Complete Degree:** 4**Degree Submitted for:** Renewal of Final Approval

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
75 credits	9 credits	30 credits	6 credits	120 credits	78	Michael Niblett
62.5% of credits	7.5% of credits	25% of credits	5% of credits			

Studio or Related Areas

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design (Time Based Media)	3
GRD 110	Graphic Design I	3
GRD 121	Typography I	3
GRD 200	Portfolio Review	0
GRD 210	Graphic Design II	3
GRD 230	Computer Studio I	3
GRD 231	Computer Studio II	3
GRD 232	Typography II	3
GRD 310	Graphic Design III	3
GRD 321	Illustration I	3
GRD 332	Typography III	3
GRD 341	Multi-Media I	3
GRD 342	Multi-Media II	3
GRD 401	Professional Practices	3
GRD 410	Graphic Design IV	3
GRD 420	Packaging Design	3
GRD 461	Senior Portfolio Development	6
Graphic Design Electives		6
ART 112 or ART 201 Drawing		3
ART 261	Printmaking	3
PHO 121	Photography I	3
Total Studio or Related Area		75 credits

Art/Design History

GRD 101	History of Graphic Design I	3
GRD 102	History of Graphic Design II	3
Upper Level Art History		3
Total Art/Design History		9 credits

General Studies

ANT 101	Cultural Anthropology	3
ART 101	Survey of World Art I	3
ART 102	Survey of World Art II	3
COM 220	Speech Communications	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS 101	World Civilizations I	3
HIS 102	World Civilizations II	3
MAT 101	Applied Mathematics	3
SCI 310	History of Scientific Thought	3
Total General Studies		30 credits

Electives

General Education Electives		6
Total Electives		6 credits

Total Credits

120 credits

The BFA in Graphic Design at Watkins College of Art and Design begins with a strong foundation in the basic principles and elements of design and in typography. The curriculum then builds in complexity until students graduate. At this point, each student will have assembled enough work for a professional quality, entry-level portfolio.

In the professional world of visual communication the designer's portfolio is paramount. It is a visual representation of what a designer has done and what a designer knows. The primary goal of the graphic design program of Watkins is that all students will graduate with a portfolio that will enable them to obtain their first job.

The graphic design program at Watkins defines a quality portfolio as one that is strong in concept. It should be obvious that each piece in the portfolio is creative, original and demonstrates that the student can effectively solve problems. The portfolio should show that the student has a grasp of the principles of design by successfully employing design to communicate concepts quickly and clearly. There should also be evidence that the student has a command of typographic craft.

The creative process is introduced in the department's introductory course, Typography I, and is reinforced in every course thereafter. Students are required to research their

problem, begin with written brainstorming, execute thumbnail sketches and continue with more refined sketches before they are allowed to proceed to final designs. Small class sizes allow each student to have individual consultations with faculty at every stage of projects assigned. This individual attention to student learning helps students internalize the process so that it becomes easier for them to solve problems in a unique and conceptual manner.

The graphic design program at Watkins requires three levels of typography and four levels of design courses. Concept, design and typography are stressed in every course across the curriculum.

The most successful graphic designers are voracious learners. They must be aware of the historical and cultural influences on design and as the visual artists of pop culture they must remain current. This ability to learn is no longer limited to visual arts and culture. The proliferation of technology in visual communications can sometimes be overwhelming. Graphic designers today must also remain current with ever changing technology and software. When looking at a student portfolio, an experienced designer can identify when a student has an awareness of his design and cultural heritage as well as a command of needed technical skills.

Equally important to the graphic design program at Watkins is that students graduate with a basic knowledge of print and multi-media production. The Watkins graduate should also be familiar with ethical and professional practices standard to the business of design.

In addition to the general education core at Watkins, graphic design majors must take one course in the history of graphic design and several design courses have assignments that require additional writing and research in the history of design. To address the issue of technology, every graphic design student takes four computer/technology courses and after the first two foundation courses in the department all assignments are executed on the computer.

All Watkins graphic design majors must take a course in business practices and production to graduate and these principles are addressed across the curriculum. Watkins also has an excellent relationship with the design industry in Nashville and during the summer between their junior and senior year, students can take internships with some of the more prestigious design and advertising firms in the city. Here students see real world applications of the principles that they have studied in class. The department arranges these internships and students take them for credit towards their degree.

Although any graphic design program would be successful if all of its graduates secured design careers, the program at Watkins has chosen to add to its mission a desire that graduates not only succeed as designers but learn skills needed to some day become leaders in the industry.

To achieve this, a special emphasis on verbal and written communications as well as team working skills are stressed across the graphic design curriculum. All students are

required to write creative briefs for major projects. Presentation skills are practiced at most critiques and creative rationales are often written to accompany final projects. Design II culminates in a team project and Senior Portfolio Development calls upon these skills once again as the entire class pulls together a senior exhibition that has become, in just two years, a premier event in the graphic design community of Nashville.

BFA in Interior Design*Application for Renewal of Final Approval***Curricular Table****Degree Title:** Bachelor of Fine Arts in Interior Design**Number of Years to Complete Degree:** 4**Degree Submitted for:** Renewal of Final Approval

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
84 credits	9 credits	30 credits	3 credits	126 credits	63	Jennifer Overstreet
67% of credits	7% of credits	24% of credits	2% of credits			

Studio or Related Areas

ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design	3
IND 101	Design Fundamentals	3
IND 102	Space Planning & Human Factors	3
IND 111	Architectural Drawing I	3
IND 113	Building Construction & Detailing	3
IND 203	Interior Materials & Specifications	3
IND 204	Codes & Regulations	3
IND 205	Textiles & Furnishings	3
IND 210	Residential Design	3
IND 303	Presentation Techniques	3
IND 304	Lighting I	3
IND 307	Seminar in Design Theory	3
IND 310	Commercial Design	3
IND 311	CAD I	3
IND 312	CAD II	3
IND 313	3-D Digital Modeling	3
IND 320	Advanced Commercial Design	3
IND 350	Portfolio Review	0
IND 402	Professional Practices	3
IND 403	Advanced Materials & Detailing	3
IND 404	Lighting II	3
IND 405	Internship	3
IND 406	Portfolio Design	3

IND 410	Thesis Research	3
IND 420	Thesis Project	3
Visual Arts Electives		6
Total Studio or Related Area		84 credits

Art/Design History

IND 206	History of Architecture & Interior Design I	3
IND 207	History of Architecture & Interior Design II	3
IND 305	20th Century Design	3
Total Art/Design History		9 credits

General Studies

ANT 101	Cultural Anthropology	3
ART 101	Survey of World Art I	3
ART 102	Survey of World Art II	3
COM 220	Speech Communications	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS 101	World Civilizations I	3
HIS 102	World Civilizations II	3
MAT 101	Applied Mathematics	3
SCI 310	History of Scientific Thought	3
Total General Studies		30 credits

Electives

General Education Electives		3
Total Electives		3 credits

Total Credits

126 credits

The practice of Interior Design focuses the unique talents of the professional designer on the creation of innovative environments that solve problems relating to the health, safety and welfare of the public. Interior design professionals are responsible and ready to contribute to the client's quality of life through the research, planning and design of interior environments. Watkins College of Art & Design fully understands this challenging profession and acknowledges the need to provide the immediate community and beyond with talented, responsive designers who are ready for the design problems of today's complex environments. The Interior Design degree programs challenge the student with a multi-layered discipline, an appreciation for fine craftsmanship and the rigor of a challenging program of study.

Watkins College of Art & Design offers a Bachelor of Fine Arts Degree (BFA) in Interior Design that is accredited by the Council for Interior Design Accreditation (CIDA, formerly FIDER), the prestigious national accrediting body for interior design programs.

The Interior Design programs combine rigorous disciplinary focus with an innovative general education program and fine arts classes, which play a vital role in the development of a well-rounded professional. Through the College's strength in fine arts and liberal arts classes, students are encouraged to develop a strong design aesthetic that becomes the basis for theoretical and technical understanding. The interior design courses promote the creation of thought-provoking designs through a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill for application in the interior environment.

Students form a sound approach to the design process through a progression of interior design studios beginning in the first semester of study and continuing throughout their education. Problems of varying complexity are presented to the student with projects ranging from the adaptive reuse of existing buildings to sustainability issues and green design. Design studios challenge the student to create innovative solutions within environments of increasing size and scope. The inclusion of guest speakers and site visits makes classes especially thought provoking and insightful. Supporting classes complement studio projects while involving students in the study of practical and theoretical issues, materials and techniques. All aspects of space – scale, proportion, configuration, and light sources as well as texture, material and color – are studied in relation to their effect on the built environment.

Model making, drafting, presentation techniques, and computer-aided design skills facilitate the production of high quality studio projects. The sum total of these skills leads to the formation of a portfolio of quality work, which demonstrates an energetic professional approach and helps prepare students for employment once their degree is earned.

The BFA program of study in interior design is structured to “provide a distinctive, quality education in visual arts and design that enables the expression of that voice and prepares students for productive, professional careers”. In order to prepare students for a professional path in interior design, the requisite knowledge base for practice is needed as further described in the definition of interior design:

Interior design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. These solutions are functional, enhance the quality of life and culture of the occupants, and are aesthetically attractive. Designs are created in response to and coordinated with the building shell, and acknowledge the physical location and social context of the project. Designs must adhere to code and regulatory requirements, and encourage the principles of environmental sustainability. The interior design process follows a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process, whereby the needs and resources of the client are satisfied to produce an interior space that fulfills the project goals.

Evidence of achievement is manifested in several areas that further strengthen the opportunities to promote the skills of students and graduates. These include:

- Growing pool of internship sites. As internship opportunities grow, students are exposed to wider varieties of options to choose from upon graduation.
- Successful employment based on skills acquired through education and internship experiences.
- Successful student competition, as the skills and competencies promoted through interior design classes have resulted in award winning projects by Watkins students who compete against students at other colleges of design.
- Professional achievement of graduates who have been employed by prestigious firms.
- Awards received by graduates through their professional projects in hospitality, health care, residential and corporate design.
- Award-winning faculty who bring their expertise to the classroom to further inspire interior design students.

For the BFA in Interior Design, an assessment of student work occurs when credits accumulated reflect a standing of Junior (equivalent to 58-90 semester hours of course work) and Senior (equivalent to 91-120 semester hours of course work). Student work is assessed in categories of architectural drafting, computer-aided drafting, presentation boards, presentation techniques and knowledge of codes and specifications.

BFA in Photography***Application for Renewal of Final Approval*****Curricular Table****Degree Title:** Bachelor of Fine Arts in Photography**Number of Years to Complete Degree:** 4**Degree Submitted for:** Renewal of Final Approval

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
69 credits	9 credits	30 credits	12 credits	120 credits	49	Robin Paris
57.5% of credits	7.5% of credits	25% of credits	10% of credits			

Studio or Related Areas

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design (Time Based Media)	3
PHO 101	Photography: A Cultural Lens	3
PHO 121	Photography I	3
PHO 231	Photography II	3
PHO 232	Photography III	6
PHO 241	Introduction to Lighting	3
PHO 251	Digital Imaging	3
PHO 261	Alternative Processes	3
PHO 300	Portfolio Review	0
PHO 342	Applied Lighting	3
PHO 352	Experimental Video	3
PHO 371	Advanced Special Topic	3
PHO 481	Seminar & Critical Writing	6
PHO 491	Degree & Professional Practices	6
<u>Studio Art Electives</u>		12
Total Studio or Related Area		69 credits

Art/Design History

PHO 102	A Critical Introduction to Photography	3
ART 221	20th Century Art History	3
ART 321	Contemporary Art Theory	3
Total Art/Design History		9 credits

General Studies

ANT	101	Cultural Anthropology	3
ART	101	Survey of World Art I	3
ART	102	Survey of World Art II	3
COM	220	Speech Communications	3
ENG	101	English Composition I	3
ENG	102	English Composition II	3
HIS	101	World Civilizations I	3
HIS	102	World Civilizations II	3
MAT	101	Applied Mathematics	3
SCI	310	History of Scientific Thought	3
Total General Studies			30 credits

Electives

General Education Electives			12
Total Electives			12 credits

Total Credits

120 credits

The BFA degree in photography is an exploration of personal image making and an examination of historical and contemporary photographic practices and traditions. In this dynamic program, students gain technical and aesthetic skills in a variety of photographic media including traditional black and white and color photography, alternative processes, digital imaging and experimental video, and artificial lighting. Coursework becomes increasingly more challenging as students progress through the program, requiring time management, problem-solving skills and aesthetic decision-making. Most classes have critical writing requirements and the general education program is vital to developing a vigorous, well-rounded education from which students can build critical thinking skills in historical, contemporary, and cultural contexts. All classes in the program contribute to a breadth of experience in general education and to a knowledge of photographic media, culminating student skills in visual arts, photography and aesthetics into a journey of personal achievement.

During the first year, students study in the visual arts foundation courses, black and white photography, and color photography. These are the foundation for a studio-based program in the department. In Photography I, students learn in-camera composing and apply visual arts principles to their images. They learn technical skills to produce good negatives and prints, while also learning proper lab etiquette and chemical safety and disposal. They research and write one-page essays on historical and contemporary photographers of their choice to introduce them to the array of genre and distinctive styles in photography. Photography II introduces color photography and the medium format camera. Using color film, students refine their technical skills in camera operation and exposure, while creating fine art color images. In addition to specific assignments, students are introduced to self-assigned projects.

The sophomore year introduces history of photography in a survey class the first semester and a course on critical analysis of traditional and contemporary photographers and genres in the second semester. These courses provide students with the historical, contemporary, cultural, and aesthetic background for research and advanced studies in the program. Students learn technical control and exposure for black and white photography and they learn to use the view camera in Photography III. The technical information learned in this class can be applied to all aspects of photography. This class also builds confidence in technical decision-making so students can concentrate on creative image making. Other courses offered during this semester are digital imaging and artificial lighting. Students begin learning electronic image making in the Digital Imaging class. Using Photoshop and web-based software, students learn to manipulate material from a variety of sources including negatives, digital camera images, and appropriated images into very creative and stylized digital images. They also learn to create a personal website to display their work and the websites are linked to, and accessed from, the college website. Students are encouraged to update their website every semester. The Introduction to Lighting is a course designed to teach students studio lighting techniques using tungsten and strobe artificial lighting sources. The course concentrates on traditional commercial work in portrait, product and editorial assignments. The skills learned in this class can also be applied to fine-art image making.

Alternative Processes, Applied Lighting, Experimental Video and an Advanced Special Topics class compose the junior year photography classes. Alternative Processes teaches students historical photography processes using contemporary methods. While this class is assignment-based, students are also required to research and present an alternative technique to the class. Students apply skills learned in the Introduction to Lighting class to commercial or fine arts based projects in the Applied Lighting class. This class is designed to build a portfolio demonstrating artificial lighting skills that also represents the student's area of interest. The Experimental Video class builds on the digital skills learned in Digital Imaging. Students learn new aesthetics and language as they examine contemporary video artists. This class expands students' understanding of photography beyond the matted print as they create time-based projects in a new media.

During the course of the program, students have worked in a variety of photographic media and developed portfolios or projects in each class based on specific assignments or self-defined projects. The final year is directed toward creating the students' senior theses and features the culmination of all the classes into a single body of work representing the students' technical skill, research and conceptual aesthetics. Students begin this process in the Advanced Seminar and Critical Writing class where they develop ideas and create work that will become the foundation of their thesis exhibition. In preparation for the thesis requirements, students study advanced critical thinking and analysis through reading and research as they develop their thesis ideas. At the end of the seminar class, students have produced research for their thesis document, established a concept for the exhibition, created work toward thesis exhibition, and established an organized plan for the following semester. The Degree and Professional Practices class is the finale of all the study, research and image concepts that students have diligently worked toward in the program. In this class, students develop a body of work for

exhibition, write their thesis document, and work on presentation skills. In addition to continued development on aesthetics and technical skills, students are introduced to artist professional practices. Topics of copyright, residencies, fellowships, grants, networking, artist statements, and resumes are discussed to help students succeed as professional artists. Graduation requirements for the BFA in Photography also require an public oral presentation in which students articulate their journey through the program to the current thesis work.

Bachelor of Arts in Art***Application for Renewal of Plan Approval*****Curricular Table**

Degree Title: _____ Bachelor of Arts in Art _____
Number of Years to Complete Degree: _____ 4 _____
Degree Submitted for: _____ Renewal of Plan Approval _____

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
48 credits	15 credits	30 credits	27 credits	120 credits	0	Cliff McMahon, PhD
40% of credits	12.5% of credits	25% of credits	22.5% of credits			

Studio or Related Areas

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	Fundamentals of Time-Based Media	3
FLM 103	Elements of Film Art	3
ART 231	Sculpture I	3
ART 241	Painting I	3
ART 251	Clay I	3
ART 261	Printmaking I	3
GRD 151	Fundamentals of Visual Communication	3
IND 101	Design Fundamentals	3
PHO 121	B & W Photography I	3
Studio Concentration		12
Total Studio or Related Areas		48 credits

Art/Design History

ART 221	20 th Century Art	3
ART 222	Special Topics in Art History	3
ART 321	Contemporary Art History	3
Art History Electives		6
Total Art/Design History		15 credits

General Studies

ANT 101	Cultural Anthropology	3
COM 220	Speech Communications	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS 101	World Civilizations I	3
HIS 102	World Civilizations II	3
MAT 101	Applied Mathematics	3
SCI 310	History of Scientific Thought	3
ART 101	Survey of World Art I	3
ART 102	Survey of World Art II	3
Total General Studies		30 credits

Electives

General (Non-Art/Design) Electives		15
Electives		12
Total Electives		27 credits

Total Credits

120

credits

In January 2007, the College applied for plan approval to admit students into a Bachelor of Arts program in Art. Plan Approval was granted in April, and the first students were admitted to the program in Fall 2007.

This degree program has been developed to meet a number of needs articulated by both incoming and continuing students, who have expressed interest in a program designed to foster scholarship in the visual arts in contrast to the intense focus on artistic practice of the pre-professional BFA programs. A significant number of incoming students continue to express an interest in having access to a program that provides them with a survey of the visual arts within their first few years of post-secondary study rather than requiring them to concentrate on one single discipline. In addition, a growing number of students continue to indicate their interest in the history and theory of the visual arts as presented and discussed in visual arts literature, and would prefer to pursue this knowledge and understanding through study and discursive writing. Their art making, then, will inform this process.

In order for the program to serve these needs, the BA in Art is designed to:

- 1.) Provide a broad **General Education**, including extensive coursework taken from the humanities, the social and behavioral sciences, and the pure and applied sciences. Upon completing the degree, students will be able to communicate effectively, will have some knowledge of a broad range of subject matter, and will have developed skills that will enable them to conduct

independent research and investigation, to perform critical analysis of information, and to effectively present their ideas and conclusions.

- 2.) Provide **Core Competencies** in the visual arts. In addition to the common core of studies undertaken by all visual arts students (2-D, 3-D, Color, Drawing, and Time-Based Design), students enrolled in this degree program will take the first studio class in each discipline supported by the college. Upon completion of this degree program, students will have executed a number of art and design projects in a studio environment, participated in presentation and critique activities in each area, and developed a critical level of sensitivity to the factors that contribute to excellence in each supported field.
- 3.) Provide an essential understanding of **Art and Design History**. Students will be required to take courses in twentieth-century and contemporary art history, supplemented by elective art and design history requirements selected from a number of discipline-specific history courses and special topic offerings. Students must take at least 15 credit hours specifically in art and design history beyond the general survey. Upon completion of the degree program, students will not only have made art, they will have investigated the historical and theoretical figures and movements that have contributed to current trends in art making and design, as well as developed some sense of where their own artistic efforts fit into this continuum.
- 4.) Provide at least one area of **Concentration**. After completing core studies and the survey for each studio area, students are expected to select a concentration area from the available disciplines supported by the BFA programs and then complete a concentration of 12 credit hours from courses in this area. In order to accommodate students who wish to acquire a measure of competence in an additional area, the elective structure has been adjusted to allow a secondary area of concentration of up to 12 credit hours. Students who complete this degree will be competent art makers in at least one of the disciplines supported by the college.
- 5.) Provide considerable latitude for choosing **Electives**. In order for students to be able to tailor the curriculum to suit their individual needs and expectations, even at a point well into the plan of study, the program has incorporated elective choice whenever feasible. Students will be encouraged to make decisions relative to course selection based on their growing comprehensive experiences in the visual arts and to use these choices to develop a specialized expertise, both within and outside of the visual arts, that is not normally accessible in rigidly-structured pre-professional programs. Students who complete this program will have capitalized on this flexible structure to create a course of study designed to provide the right experiences at precisely the right time. They will have maximized their introduction to scholarship in the visual arts.

Associate of Fine Arts in Interior Design
Application for Renewal of Final Approval

Curricular Table

Degree Title: _____ Associate of Fine Arts in Interior Design _____
Number of Years to Complete Degree: _____ 3 _____
Degree Submitted for: _____ Renewal of Final Approval _____

Studio or Related Areas	Art/Design History	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
57 credits	6 credits	18 credits	3 credits	84 credits	6	Jennifer Overstreet
68% of credits	7% of credits	21% of credits	4% of credits			

Studio or Related Areas

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
IND 101	Design Fundamentals	3
IND 102	Space Planning & Human Factors	3
IND 111	Architectural Drawing I	3
IND 113	Building Construction & Detailing	3
IND 203	Interior Materials & Specifications	3
IND 204	Codes & Regulations	3
IND 205	Textiles & Furnishings	3
IND 210	Residential Design	3
IND 303	Presentation Techniques	3
IND 304	Lighting I	3
IND 307	Seminar in Design Theory	3
IND 310	Commercial Design	3
IND 311	CAD I	3
IND 313	3-D Digital Modeling	3
IND 402	Professional Practices	3
IND 405	Internship	3
<u>Studio Elective</u>		3
Total Studio or Related Area		57 credits

Art/Design History

IND 206	History of Architecture & Interior Design I	3
IND 207	History of Architecture & Interior Design II	3
Total Art/Design History		6 credits

General Studies

ART	102	Survey of World Art II	3
ENG	101	English Composition I	3
ENG	102	English Composition II	3
HIS	101	World Civilizations I	3
HIS	102	World Civilizations II	3
SCI	310	History of Scientific Thought	3
Total General Studies			18 credits

Electives

General Education Electives			3
Total Electives			3 credits

Total Credits

84 credits

The Associate of Fine Arts in Interior Design prepares the student for an entry-level position in the interior design field. This program is particularly well suited to the individual who has a previous bachelor's degree and is seeking to change professions. This degree gives the individual the minimum amount of education required to qualify to sit for the NCIDQ (National Council for Interior Design Qualification) exam and eventual application for licensing.

Watkins College of Art & Design's AFA in Interior Design was accredited by CIDA (The Council for Interior Design Accreditation) since August 1993. The graduates from this program have proven to be successful professionals in the field of interior design. The AFA is not currently accredited by CIDA because in December of 2003 all accreditation for two-year programs was suspended indefinitely.

This program of study provides the student with the requisite knowledge to enter the interior design workplace by means of completion of the eighty-four semester hours required for the AFA in Interior Design. Within the classes the student acquires skills including: drafting skills, computer-aided design, presentation skills, an understanding of design process and professional practices.

The curriculum included in the AFA degree is structured so that all courses required for the AFA are also required for the bachelor's degree. Due to this dovetail of curricula, continuation of study for the BFA in Interior Design is easily accomplished. However, since CIDA will no longer accredit AFA programs, this program is being phased out at WCAD.

C. Visual Education for the General Public

This standard is not applicable to Watkins College of Art & Design.

D. Exhibitions

Watkins College of Art & Design is in compliance with this standard.

The Brownlee O. Currey, Jr. Gallery, The Jack C. Massey Exhibit Hall, and all supplemental exhibit spaces are primary and essential resources supporting the College's ability to accomplish its mission. They are used to complement the instructional program to meet these broad, fundamental educational goals:

- Provide exhibits and other programs designed for the cultural enrichment of the community
- Provide students with a liberal arts education that emphasizes critical thinking
- Provide students with a practical and theoretical education
- Provide students with an interdisciplinary understanding of the major traditions of intellectual thought, and a global appreciation of diverse cultures

The role of galleries and exhibition spaces as a central part of academic programs in the visual arts is recognized and affirmed by the institution's accrediting association, the National Association of Schools of Art and Design.

Gallery Director, Duties and Responsibilities

The Gallery Director is appointed by the Gallery & Exhibition Committee. At the recommendation of the Gallery and Exhibition Committee, the Gallery Director organizes and directs the operations of the Brownlee O. Currey, Jr. Gallery, the Jack C. Massey Exhibition Hall, and other exhibition spaces. Display of any work of art will be at the discretion of the Gallery Committee.

The Gallery Director has the following duties:

- Responsible for submitting a schedule of exhibitions (including use of hallway spaces) to all faculty and the Vice President for Institutional Advancement.
- The schedule for Brownlee O. Currey, Jr. Gallery should be submitted for approval by February 1 for the following academic year.
- Responsible for artist/vendor contracts listing calendar, liability, contact person, and financial agreements including honoraria and shipping costs, and discretion policy
- Responsible for display and promotion of exhibitions including opening activities
- Knowledgeable of published policies regarding media contacts as outlined in *The Faculty Handbook*.

Collection

The Watkins collection is maintained and cataloged by the College Curator.

E. Other Programmatic Activities

Watkins College of Art & Design is in compliance with this standard.

General Education

The General Education Program enables students to enter advanced coursework as critical, analytical thinkers able to understand and solve problems, to have a perspective about those problems in their historical, cultural, and physical context, and to express effectively their thinking about those problems as writers and speakers. Other specific required and elective courses in General Education provide a fundamental visual arts core curriculum that together insures that students understand and are proficient in the basic principles and applications that form the foundation for students to succeed in their major programs as artists, designers, photographers, or filmmakers.

Watkins College of Art & Design General Education Program

General Education Core Requirement

COM	220	<i>Fundamentals of Speech Communication</i>	3
ENG	101	English Composition I	3
ENG	102	English Composition II	3
HIS	101	World Civilizations I	3
HIS	102	World Civilizations II	3
MAT	101	<i>Applied Mathematics</i>	3
ANT	101	<i>Anthropology</i>	3
SCI	310	History of Scientific Thought	3
ART	101	Art History Survey I	3
ART	102	Art History Survey II	3
Core Total			30 Hours

General Education Elective Explorations – Select Three Courses

ART	221	20 th Century Art History (ART 102)	3
ART	222	Art History – Special Topics (ENG 102)	3
ART	321	Contemporary Art History (ART 221)	3
ENG	310	Creative Writing (ENG 102)	3
ENG	410	Classic Literature	3
ENG	420	The Other in Literature	3
HUM	201	Art & Design Explorations Abroad (ART 102)	3
HUM	220	World Mythologies	3
FLM	201	The Early Development of Cinema	3
FLM	202	Modern International Cinema	3
FLM	271	Special Topics in Film	3
GRD	101	History of Graphic Design	3
IND	206	Historical Interiors I	3
IND	207	Historical Interiors II	3
PHO	101	History of Photography I	3
PHL	220	Introduction to Philosophy	3
PHL	301	Ethics	3
Select Three			9 Hours

Visual Arts Core Requirement

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design	3
VA Core Total		12 Hours

Visual Arts Elective Explorations – Select Three Courses*

ART 112	Drawing II (ART 162)	3
ART 201	Figure Study I (ART 112)	3
ART 202	Figure Study II (ART 201)	3
ART 231	Sculpture I (ART 161, 162, 163, PHO 121)	3
ART 241	Painting I (ART 161, 162, 163, PHO 121)	3
ART 251	Clay I (ART 161, 162, 163, PHO 121)	3
ART 252	Clay II (ART 251)	3
ART 261	Printmaking I (ART 112, 161, 251)	3
ART 335	Time Based Media (ART 164)	3
FLM 103	Elements of Film Art (ART 162, ENG 101, PHO 121)	3
FLM 112	Tech I (ENG 101, PHO 121)	3
FLM 204	Introduction to Screenwriting (ENG 102, FLM 103)	3
FLM 210	Film Production I (ENG 102, FLM 103, 112)	3
FLM 262	Acting for Directors (FLM 103)	3
GRD 151	Fundamentals of Communication Design (ART 161)	3
GRD 121	Typography I (ART 161)	3
GRD 230	Computer Studio I (GRD 110, 121)	3
GRD 321	Illustration (GRD 210, 230, 231)	3
IND 101	Design Fundamentals	3
IND 111	Architectural Drawing I	3
PHO 121	Photography I	3
PHO 231	Photography II (PHO 121)	3
PHO 251	Digital Imaging (ART 161, PHO 121)	3
PHO 261	Alternative Processes (PHO 251)	3
PHO 352	Experimental Video (PHO 251)	3
Select Three		9 Hours

New Courses in **Boldface Italics**.

*Some of these courses may be required by a student's major. Visual Arts Elective courses are open to all students on a space available basis with majors within the discipline having first priority.
Prerequisites in parentheses.

General Education Total	60 Hours
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The General Education Program at Watkins College serves a fundamental and foundational role in the institution's pursuit of its mission. Specific required and elective courses in communications, humanities, and the sciences enable students to progress comprehensively through the curriculum, entering the advanced courses in their major

programs as critical, analytical thinkers able to understand and solve problems. These students will have also developed a perspective relative to those problems in their historical, cultural, and physical context, and they will be able to express their thinking about those problems as effective writers and speakers. Other specific required and elective courses in General Education provide a fundamental Visual Arts Core curriculum that, taken together, insure that students understand and are proficient in the basic principles and applications that form the necessary foundation for students to succeed in their major programs as artists, designers, photographers, or filmmakers.

Each course in General Education is designed to focus specific learning objectives to meet the goals outlined above. Similar and complementary learning objectives are also found within all courses offered in the academic major programs. The learning relationship between General Education and academic major programs is direct, significant, and critical to the institution's commitment to its mission. All degree-seeking students at Watkins College, regardless of their academic major, must successfully complete the General Education program. Watkins College will accept appropriate transfer credit for courses in General Education.

Section III. Evaluation, Planning, and Projections

Watkins College of Art & Design is in compliance with this standard.

Extensive documentation of evaluation and planning at WCAD at the departmental level (with summaries) is provided by the annual Institutional Effectiveness Plan and Report. A copy of this document for Academic Year 2006-2007 is included as Appendix A.

An extensive executive summary of evaluation, planning, and projections at WCAD (in addition to that described in the IE Plan and Report) is provided by the annually revised Five-Year Strategic Plan. A copy of the 2007-2012 revision of this document is included as Appendix B.

National Association of Schools of Art and Design

OPTIONAL RESPONSE

To the Visitors' Report

**Presented for consideration by the
NASAD Commission on Accreditation**

by

Watkins College of Art & Design
2298 Rosa L Parks Boulevard
Nashville Tennessee 37228
615.277.7413
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Ellen L Meyer, President

John M Sullivan
Vice President for Academic Affairs
Dean of the Faculty
Art/Design Executive

September 15, 2008

Introduction

Watkins College of Art & Design is very grateful to President Bonnie Laing-Malcolmson and Dean Steven Tarantal for their thorough and insightful Visitor's Report. It was a pleasure to host their visit to our campus. In particular, we appreciate the meaningful comments made concerning safety issues in our shops. More than anything, we value the safety and security of our students, and we immediately went to work to correct the shortcomings identified in their exit briefing and later in the Visitors' Report.

We would also like to take this opportunity to introduce Ellen Meyer as the new President of Watkins College of Art & Design. President Meyer took office on August 1, 2008, and brings an agenda of fresh, new initiatives to the College. Her resume is attached to this document as Appendix A.

The following comments are provided in response to statements in the Visitors' Report:

B. Size and Scope

Page 1, paragraph 6 – “Staffing may need to be strategically expanded to provide an appropriate infrastructure for this growing college and planning for staff growth in relationship to similar type institution scope and scale would seem advisable.”

REPLY:

The annual revision of the Strategic Plan includes an assessment of staffing for various departments throughout the document. As examples of how staff planning is developed and then implemented, in the last two iterations of this document, it was identified that, among other staffing needs, the College needed to improve assessment activities and specifically its annual Institutional Effectiveness assessment by creating a staff position to serve as Director of Assessment. This position was created, budgeted, funded, and filled at the beginning of the 2008-2009 academic year. Also identified for the last two years was a need to expand the career services offered through the Office of Student Life. During the summer of 2008, a Career Services Coordinator position was created and staffed. Finally, for the last several years, the Strategic Plan has identified the need to expand the full-time faculty, particularly for general education. This fall, an Assistant Professor of English was added to the faculty.

B. Size and Scope

Page 1, paragraph 7 – “Development of an operational and capital business plan which relates to the well-conceived strategic plan could help better guide institutional growth.”

C. Finances

Page 2, paragraph 2 – “The college should consider addition of a long-range business plan to support the well-conceived institutional strategic plan.”

REPLY:

This plan has been developed and updated on an annual cycle in synchronization with the Strategic Plan. However, through an oversight, it was not made available to the Visiting Team. To correct this oversight, a copy of the most recent version of this plan is attached as Appendix B. It demonstrates long-range budgetary planning, as well as identifying linkages to the narratives in the Strategic Plan.

D. Governance and Administration

Page 2, paragraph 3 – “Greater student involvement in the planning process could be encouraged.”

REPLY:

Over the summer, the institution constructed and furnished an office specifically for the Student Government Association (the SGA). The new office is cheerful and easily accessible to student traffic in the main academic building. The SGA has committed to establishing a continuous presence in this space in an effort to improve student representation and involvement. SGA members and other students are included by charter on a number of standing and ad hoc institutional and academic committees, such as the Safety and Security Committee, the Retention Committee, and the ad hoc Grievance Committees (when formed).

E. Faculty and Staff

Page 3, paragraph 3 – “. . . it should be acknowledged in their publications – that typically it takes more than four years in order to complete some of the BFA programs.”

REPLY:

In the 2008-2009 Catalog, a statement has been added to the Plan of Study for each of the BFA degree programs to address this issue. For example, the statement accompanying the Plan of Study for the BFA in Graphic Design reads, “Although this Plan of Study describes a 4-year completion schedule, full-time students who work while attending the institution, or who for various reasons cannot manage a 15-credit-hours-per-semester

workload may alternatively plan to complete the degree program in 4-1/2 or 5 years. A majority of WCAD students have historically made the decision to complete their Plan of Study in 5 years. Since Watkins College charges tuition by the credit hour rather than by the semester, the total cost of tuition remains the same regardless of whether the student completes the BFA in 4, 4-1/2, or 5 years." A copy of the 2008-2009 Catalog is attached as Appendix C.

E. Faculty and Staff

Page 3, paragraph 2 – "Concerns centered on facilities and equipment needs (these will be listed by program); non-competitive salaries – in the lowest quartile of schools in the Southeast; some recent faculty searches have not been successful and it was stated that younger faculty are seeking employment elsewhere."

REPLY:

It is difficult to tell at first glance where this claim about salary comparisons came from, since available information does not necessarily point to this conclusion. It is worthwhile to point out that, even though this may actually be true, the College filled all available positions in the last hiring cycle with qualified personnel. A certain amount of faculty dissatisfaction and churning is always to be expected. However, the institution is always concerned with the welfare of its faculty, and will evaluate this issue. In support of this claim, please see Appendix D.

E. Faculty and Staff

Page 3, paragraph 4 – "... some faculty mentioned the cost just to prepare a dossier for promotion prevents standing for promotion, especially when there is no monetary reward for promotion."

REPLY:

When the initiative was implemented to develop faculty portfolios as a feature of annual evaluation as well as promotion review, the Office of Academic Affairs made a standing offer to reimburse any costs incurred by faculty in preparing their dossiers. However, thus far, no one has applied for reimbursement. This offer is still in effect. At the June 27 meeting of the Board of Trustees, outgoing President Brooks presented a change to institutional policy that would provide for an increase to base salary for promoted faculty. This proposal is presently under consideration by the Board. A copy of this draft proposal, which is framed as a revision to *Guideline # 2.1 – Salary Administration*, is included as Appendix D.

F. Facilities, Equipment and Safety

Page 4, paragraph 5 – “Eye wash stations and first aid supplies should be in all shops and should be easily located and highly visible when one first walks into the all shops.” Also, “. . . students should not be allowed to work with dangerous equipment alone in shops, so there should always be a second person in the shops.”

REPLY:

The College is particularly grateful for these comments regarding shop safety. Immediately after the visit, the Studio Facilities Manager purchased the necessary eye wash stations, first aid kits, and signage and installed all this equipment in the three shops. A photographic record of these installations is included as Appendix E. Furthermore, a shop safety policy has been published and implemented as the *Watkins College of Art & Design Shop Partner Policy* that requires students to sign in and out and use the shops according to a buddy system. A copy of this document and the equipment use manuals for each academic department are included as Appendix F. In addition to complying with these issues, the College also purchased a SawStop brand table saw to replace the contractor saw in the wood shop. While no shop tool can be made completely safe to operate, this machine has a blade-arresting mechanism that is activated by moisture as an important additional safety feature.

We believe that, with these improvements, the institution is now in compliance with standard II.F.1.h.

G. Library

Page 5, paragraph 6 – “Raising funds to expedite the move to a better location in the building should be a priority.”

REPLY:

This is a priority for the institution. Funds are presently being raised for a 5,500 sq ft addition to the rear of the main academic building. Since the visiting team was on campus, \$475,000 of a targeted cost of \$700,000 has already been pledged. The interior architectural details have not been finalized at this time, but present planning centers on providing space to relocate certain academic activities so that space can be made available for relocating the library. A copy of the document being shown to prospective donors is attached as Appendix G.

- H. Recruitment, Admission, Retention, Record Keeping, Advisement**
Page 5, paragraph 9 – “However, there is some question as to the length of time needed to complete the program . . . This seems to be presented verbally with accuracy, but it is not clear in Watkins’ published materials.”

REPLY:

See the first response listed under E. above.

- K. Community Involvement and Articulation with Other Schools**
Page 6, paragraph 8 – “The college has developed two articulation agreements with local community colleges and an agreement with a local university, but does not yet have information regarding the agreements integrated into their publications. Information should be included in any addendum to the current recruiting materials..”

REPLY:

Since the college’s website has recently been redesigned, information regarding these partnerships has been incorporated within the site. The website can be accessed at www.watkins.edu.

- H. Recruitment, Admission, Retention, Record Keeping, Advisement**
Page 6, paragraph 2 – “However, the college has appropriately identified the need to expand a currently very limited career center through the student services department and is taking steps to accomplish this improvement.”

REPLY:

Over the summer, a qualified and energetic alumna was hired as Career Services Coordinator, and an Office of Career Services was established close to the Student Life office. This office will provide placement services, internship coordination through the academic departments, jobs networking, exhibition opportunities and other services to all students and alumni.

N. Programs, Degrees, and Curricula

General Studies

Page 10, paragraph 7 – “Concerns: The development of strong reading and writing skills was noted as a concern by the general studies department chair.”

REPLY:

Watkins College of Art & Design students are mostly admitted in part on scores obtained from ACT testing. Most students report a fairly high score for the writing component of the ACT. The average composite ACT score for incoming students in the 2007-2008 academic year was 21.2. The College does not perceive the need for developmental writing instruction at this time, nor does it offer such a class within its curricular offerings. However, students who find that they are experiencing difficulties with writing, either in general or related to a specific project, have access to Writing Tutors and self-paced electronic tutorials through the Writing Center. Information about these services is available in the Student Handbook and the Catalog, or directly from the Office of Student Life. It is also provided on the website. Partly as a result of these factors, Watkins students typically score above national averages in both Writing and in Critical Thinking when tested at the conclusion of their academic program using the CAAP. It is not clear what this individual meant by making this comment, and he has departed the institution, so he is unavailable for comment or for clarification.

N. Programs, Degrees, and Curricula

Bachelor of Fine Arts – 4 years: Film

Page 11, paragraph 2 – “Technology needs seem to be generally supported, however, there does seem to be serious conflict between the Film program and the Information Technology and Equipment Services (ITES) Office, which needs to be addressed and resolved.”

REPLY:

Partially in response to this concern, the institution has restructured the equipment services function of ITES. The support provided to the film program has been relocated within the organization so that it reports to the academic Chair of the Film School. Since the individual managing the film cage departed the institution recently, a decision was also made to combine this function with a faculty line in order to improve the relationship with the academic department. A qualified educator was hired as Assistant Professor of Film and then awarded one-half released time to serve as the newly created Film School Operations Manager, emulating a very successful strategy similarly in place in the Department of Fine Arts. Although it is premature to make definitive assessments of this new arrangement, the friction is already completely gone, and it appears that this change will have the desired effect.

- N. **Programs, Degrees, and Curricula**
Bachelor of Fine Arts – 4 years: Film
Page 11, paragraph 4 – “Concerns: Occasionally faculty members are not teaching in areas of their strength in order to cover courses.”

REPLY:

Watkins College of Art & Design is grateful for this accurate observation. Appropriate action has been taken so that this condition will not recur.

- N. **Programs, Degrees, and Curricula**
Bachelor of Fine Arts – 4 years: Photography
Page 14, paragraph 5 – “Concerns: Space is a challenge, they lost faculty office spaces for a new GD computer lab, which was supposed to be shared – but is not shared.”

REPLY:

This comment is not entirely accurate. In the summer of 2007, a decision was made, with the full support of the photography faculty, to eliminate the wet processing of color film and paper from the darkroom facility. Since the removal of the processor required some construction, other decisions were simultaneously made in an effort to make more efficient use of available space. In particular, the photography faculty offices, which opened into different hallways (the chair's office was actually located in the graphic design hallway), were relocated inside the photography studio facility itself, providing students much easier access to their faculty. No offices were “lost” in the process. The old offices, since they were in close proximity to the graphic design studios, were reassigned to graphic design faculty.

To offset the loss of the color processor and facilitate the planned migration to digital processing, a larger additional large-format ink-jet printer was added to the equipment inventory. Even more significantly, a fourth computer lab was constructed in close proximity to the darkroom and assigned primarily for the use of photography classes. Over the summer of 2008, the handed-down computers in this lab were replaced with top-of-the-line Mac Pro computers, and a purpose-built space was constructed to house the department's arsenal of ink-jet printers. The Department of Photography has gained significantly from these changes and presently conducts its classes in a very well equipped facility. And although space is at a premium throughout the academic building, no faculty member is without a comfortable office, in photography or otherwise.

The College practices data-driven decision-making. When conditions indicate that additional facilities, offices, faculty, or equipment should be made available to the academic departments, all efforts are concentrated on providing these necessary resources.

- N. Programs, Degrees, and Curricula**
Bachelor of Fine Arts – 4 years: Fine Arts
Page 15, paragraph 4 – “This degree is being submitted for Plan Approval. The institution is encouraged to submit Curricular Tables for each specific area of emphasis with its Option Response.”

REPLY:

This information is incorrect. While course offerings do allow students to enroll in a comprehensive sequence of fine arts studio classes within several areas, the curriculum does not require or recognize concentrations or emphases within the BFA Fine Arts degree program. The documentation for Final Approval for Listing for this degree program (including the necessary coded transcripts for program graduates) was submitted this spring, and on May 17, the Commission voted to grant Final Approval for Listing to the BFA in Fine Arts. A copy of the Commission Action Report that includes this particular action is attached as Appendix H.

- N. Programs, Degrees, and Curricula**
Bachelor of Fine Arts – 4 years: Fine Arts
Page 16, paragraph 3 – “Concerns: The Fine Arts Chair and Department is responsible for both the Fine Arts major program, and for developing, staffing and scheduling the Visual Arts Core (7 adjuncts) and overseeing the shops and gallery program . . . These responsibilities need to be clarified and more focused so that each of these responsibilities can be handled with a level of responsibility, attention and success. ”

REPLY:

The institution has created and staffed a full-time position (enlarged from the part-time arrangement that had been in place for a few years) that includes some teaching responsibilities within the Printmaking area, but goes on to provide ½ released time so that this individual can provide assistance to the Chair in managing the department's responsibilities. In particular, he will manage the studio facilities, oversee gallery installations, manage the budget, and assist with scheduling and staff contracts.

- N. Programs, Degrees, and Curricula**
Associate of Interior Design – 2 years
Page 16, paragraph 11 – “Concerns: . . . It appears Watkins’ focus is on the BFA not the AFA degree in interior design and is phasing it out. ”

REPLY:

This statement summarizes the institution’s plans for this program. While this planned change follows the pattern established in the other disciplinary areas (those AFAs have already been successfully phased out), there is a special concern driving this particular choice. The Associate’s degree is no longer supported by CIDA, so that association cannot accredit this particular degree program. Because of this, the interior design faculty and the administration have agreed to phase this program out, as well. There presently are very few students remaining in this degree program, but they are being provided every opportunity to successfully complete their plan of study. No new students have been admitted to this degree program since the fall of 2007.

- N. Programs, Degrees, and Curricula**
Certificate – 2 years: Film
Page 17, paragraph 8 – “Concerns: Students are encouraged to intern (for no credit) . . . It would appear that consideration be given to making the internship a credit bearing experience with faculty oversight, if it is an important educational and learning experience for both the students and the program.”

REPLY:

This statement is not accurate. All internships earn academic credit and are supervised by a faculty member within the appropriate disciplinary area. However, in the Certificate in Film degree program the internship class is not a curricular requirement. Many certificate film students do, in fact, enroll in internships and are awarded credit for their experience. In these cases, the class fulfills the requirement of a film elective.

- Q. Overview, Summary Assessment, and Recommendations for the Program**
Page 18, paragraph 7 – “2. A list of recommendations for short-term improvement beyond threshold compliance with accreditation standards.”

REPLY:

Each item in this bulleted list is critically important to the institution and has been fully addressed where appropriate in the previous sections of this response. In order to avoid unnecessary duplication, those replies have not been repeated here.

- **Continue to study and improve retention. Watkins is still in transition shifting from AFA to BFA programs with indications that more traditional students are increasing and non-traditional students are decreasing.**

Watkins has a respectable retention rate. However, this number is constantly tracked and analyzed. The standing Retention Committee monitors such contributing factors as attendance and mid-term grade reports and manages direct intervention when students appear to be at risk. The shift from AFA to BFA was planned and is being managed so that no student is adversely impacted by the change.

- **Administration should set goals and a timetable to achieve competitive salaries for faculty (both full-time and adjunct) and staff.**

This concern was addressed above in section E. Faculty and Staff.

- **Address shop and safety issues – specifically, install highly visible first-aid kits and eye wash stations in all shops.**

This concern was addressed above in section F. Facilities, Equipment and Safety.

- **Within an institutional business plan identify key staff and faculty positions commensurate with an expanded scope and scale.**

The five-year business plan and strategic plan establish these priorities. Additional commentary is provided above in section B. Size and Scope.

- **The institution publicizes 4-year, 15-credit semester BFA programs, when in fact students are advised to take only 12-credits per semester, which results in a five-year program completion. The institution needs to commit to a 4-year completion timetable or change publications to reflect current practice.**

This concern has been addressed. Comments are provided above in section E. Faculty and Staff.

- **The institution needs to review the administrative reporting structure of the ITES department to better serve the academic mission of the college.**

Several changes have been made in response to this concern, and are described above in section N. Programs, Degrees and Curricula.

General Instructions – FORM C

(FOR PRIVATE, NOT-FOR-PROFIT and PUBLIC INSTITUTIONS using FASB)

Complete the **2009 Financial Profile** using data submitted in your **2008 IPEDS** which was due to the federal government spring 2009. Financial information should include all campus operations, branch campuses, and off-campus programs combined and use financial data from your fiscal year ended 2008.

Complete the **Financial Indicators** using audited financial statements for fiscal year ended 2008. If audited statements are unavailable, please use the most reliable and accurate data available.

Before completing forms, please:

read directions

assign completion of the **2009 Financial Profile** and **Indicators** to your institution's finance officer or the appropriate individual

Completion Checklist:

Is the **2009 Financial Profile** complete?

Are the **Financial Indicators** complete?

Has the institution included **a paper copy of its IPEDS** Finance Survey for FY 2008 (submitted Spring 2009 to the Federal government)?

Is contact information complete and **have verification signatures been obtained?**

Have you made copies of all documents to retain at your institution for future reference?

Do not include a copy of your audited financial statements.

Mail original **2009 Financial Profile** and **Indicators** and one paper copy of **IPEDS** finance survey together to:

Commission on Colleges
ATTN: Institutional Profiles
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

DUE DATE: Friday, July 17, 2009

If you have questions contact Mrs. Donna Barrett at dbarrett@sacscoc.org.

For technical assistance contact Mr. D Kollar at dkollar@sacscoc.org.

2009 Financial Profile – FORM C

Name of Institution: Watkins College of Art & Design

City and State: Nashville, Tennessee

Use the institution's completed *IPEDS 2008 Finance Survey* completed Spring 2009 (using fiscal year 2008 data). Transfer the totals from the IPEDS lines/columns as indicated.

	Total Revenues and Investment Return (IPEDS Part B, line 01)	\$6,036,656.00
--	--	----------------

	<i>Function/Classification</i>	<i>Total Expended</i>
1	Instruction (IPEDS Part E, line 01, Column 1)	\$2,632,261.00
2	Research (IPEDS Part E, line 02, Column 1)	\$0.00
3	Public Service (IPEDS Part E, line 03, Column 1)	\$0.00
4	Academic Support (IPEDS Part E, line 04, Column 1)	\$883,867.00
5	Student Services (IPEDS Part E, line 05, Column 1)	\$0.00
6	Institutional Support (IPEDS Part E, line 06, Column 1)	\$1,247,712.00
7	Auxiliary Enterprises (IPEDS Part E, line 07, Column 1)	\$331,658.00
8	Net Grant Aid to Students (IPEDS Part E, line 08, Column 1)	\$0.00
9	Hospital Services (IPEDS Part E, line 09, Column 1)	\$0.00
10	Independent Operations (IPEDS Part E, line 10, Column 1)	\$0.00
11	Operation and Maintenance of Plant (IPEDS Part E, line 11, Column 1)	0
12	Other Expenses (IPEDS, Part E, line 12, Column 1)	\$0.00
13	Institutional Grants (funded) (IPEDS, Part C, line 05)	\$0.00
14	Institutional Grants (unfunded) (IPEDS Part C, line 06)	\$0.00

Form C, continued

Financial Indicators

Financial indicators allow the Commission to maintain an overview of an institution's financial position over a period of time. This information is used in the review process associated with the *Principles of Accreditation*.

Financial information for indicators should come from your audited fiscal year end 2008 financial statements. If audited statements are unavailable, please use the most accurate and reliable data available. If you have questions regarding the interpretation of your statements please contact your external auditor.

It is not necessary to send a copy of your audited financial statements.

Name of Institution: **Watkins College of Art & Design**

City and State: **Nashville, Tennessee**

Date Fiscal Year Began 7/1/07

Date Fiscal year end 6/30/08

Total Assets	\$12,431,313.00
Total Liabilities	\$4,546,679.00
Nonexpendable/Permanently Restricted Net Assets (permanently restricted endowment)	\$1,271,873.00
Total Unrestricted Net Assets	\$5,949,293.00
Total Revenue (include all revenue, operating and nonoperating)	\$6,036,656.00
Tuition and fees, net	\$4,296,662.00
Current Debt (principal balances due within one year on notes, bonds, mortgages and all debt instruments; do not include accounts payable, salaries payable or other liabilities. If this item is not indicated on your financial statements you may need to check your audit footnotes. If not there, contact your auditor for assistance).	\$216,770.00
Long-term Debt (principal balances due beyond one year).	\$3,656,226.00

Who should we contact if we have questions about these forms? Please provide contact information below.

Name	Mary Ellen Lothamer
Title	Vice President for Finance and Administration
Institution	Watkins College of Art & Design
Mailing Address	2298 Rosa L Parks Blvd
	Nashville TN 37228
Telephone Number	615-277-7411
Fax Number	615-383-4849
E-Mail Address	mlothamer@watkins.edu

Signatures of Verification

We certify that the information provided in the 2009 Financial Profile and Indicators is correct.

Signature of Chief Executive Officer

Date

Signature of Chief Financial Officer

Date

Signature of Respondent (if other than CEO or CFO)

Date



**APPLICATION FOR MEMBERSHIP
COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

NAME OF INSTITUTION	Watkins College of Art & Design
ADDRESS	2298 Rosa L Parks Blvd, Nashville TN 37228
INSTITUTION'S WEBSITE ADDRESS	http://www.watkins.edu
CHIEF EXECUTIVE OFFICER	Ellen L Meyer
NAME OF CONTACT PERSON AT INSTITUTION	John M Sullivan
TITLE OF CONTACT PERSON	Vice President for Academic Affairs
EMAIL ADDRESS OF CONTACT	jsullivan@watkins.edu
TELEPHONE NUMBER OF CONTACT	615.277.7413
DATE SUBMITTED 1 October 2009	

SUBMIT THE APPLICATION TO:

Dr. Belle S. Wheelan
President
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500

For Office Use

Number of Institution:

Check Number _____ Amount

Please Complete and Return with Application**Information for Applying Institutions
For Use in Entering Data**

Name of Institution	Watkins College of Art & Design		
Mailing Address	2298 Rosa L Parks Blvd Nashville TN 37228		
Main Switchboard Telephone Number	615.383.4848		
Institution's Website Address	http://www.watkins.edu		
Name of CEO	Ellen L Meyer		
Title of CEO	President		
CEO's Mailing Address	2298 Rosa L Parks Blvd Nashville TN 37228		
CEO's Telephone #	615.277.7400	CEO's Fax #	615.383.4849
CEO's Email Address	emeyer@watkins.edu		
Governance	Public <input type="checkbox"/>	Private (not-for-profit) <input checked="" type="checkbox"/>	Private (for-profit) <input type="checkbox"/>
Religious Affiliation (if any)			
Calendar System:	Semester <input checked="" type="checkbox"/>	Quarter <input type="checkbox"/>	Trimester <input type="checkbox"/> Other
Enrollment:	Credit 369	Non-Credit 25	Total 394
Degrees Offered:	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	M <input type="checkbox"/> ES <input type="checkbox"/>
	D (three or fewer Doctoral Degrees) <input type="checkbox"/>		D (four or more Doctoral Degrees) <input type="checkbox"/>

***** (For COC Use Only) *****

Institutional ID# _____

Level of Education _____

Staff Assignment _____

ORGANIZATIONAL INFORMATION
For Use by Staff Reviewing Application

1. Name of Institution	Watkins College of Art & Design		
2. Mailing Address	2298 Rosa L Parks Blvd		
3. City, State, Zip Code	Nashville TN 37228		
4. Main Switchboard Telephone Number	615.383.4848		
5. Name of Chief Executive Officer	Ellen L Meyer		
6. Title of Chief Executive Officer	President		
7. Office address of Chief Executive Officer (including street, city, state, and zip code)	2298 Rosa L Parks Blvd Nashville TN 37228		
8. Telephone number of Chief Executive Officer	615.277.7400		
FAX Number	615.383.4849	Email Address	emeyer@watkins.edu
9. Name of the Chair of the Board	Samuel E Stumpf, Jr		
10. Address of the Chair of the Board (including street, city, state, and zip code)	315 Deaderick Street #2700, 2700 AmSouth Center, Nashville TN 37228		
11. Date institution was chartered or authorized	25 April 1974		
12. By what agency is the institution legally authorized to provide a degree program?	Tennessee Higher Education Commission (THEC)		
Name of institution as stated on the authorization/charter	Watkins Institute		
13. The calendar system at the institution is:			
Semester <input checked="" type="checkbox"/>	Quarter <input type="checkbox"/>	Trimester <input type="checkbox"/>	Other
14. Date institution enrolled (or will enroll) first students	Fall 1979		
15. Date institution graduated (or will graduate) first class	May 1981		
16. Dates fiscal year begins and ends	July 1 to June 30		
17. Name of Auditing Firm or Name of Governmental Agency which audits institution's finances Crosslin Vaden & Associates, PC			

INSTRUCTIONS FOR COMPLETING AND SUBMITTING APPLICATION

1. Complete both Part A (Institutional Characteristics) and Part B (Core Requirements 1-11, Comprehensive Standards 3.3.1, 3.5.1, and 3.7.1, and Federal Requirements).
2. Be concise in completing the application and, when possible, limit the volume of paperwork submitted.
3. Include the catalog, student handbook, faculty manual, administrative or operational manual and any other documents necessary to establish compliance.
4. Attach the application fee* to the application.
5. Send the application, supporting documents, and application fee to the President of the Commission on Colleges at the address on the front of the application.

*	National Institutions	\$10,000
*	International Institutions	\$15,000

PART A

INSTITUTIONAL CHARACTERISTICS

HISTORY OF THE INSTITUTION

Provide a brief overview of the history of the institution sufficient to assist the reviewer of the application in understanding the nature of the institution and any unique features.

Watkins Institute began operations in 1885 through a bequest by Samuel Watkins, a civic-minded Nashville businessperson whose gift to his community would begin an educational legacy that continues today. Orphaned at age four, Watkins faced many challenges throughout much of his life. Growing up at a time in Tennessee when there were almost no educational opportunities, private or public, for most of the population, he would become one of the city's earliest and most devoted advocates for the importance of education. Overcoming his lack of any formal schooling, he eventually became a successful and wealthy businessperson. Determined to improve educational opportunities in his community for those who would come after him, his legacy has benefited thousands of Nashvillians and Tennesseans over the past one hundred and twenty-two years, and is the genesis of today's Watkins College of Art & Design.

At his death in 1880, Samuel Watkins provided property in the center of the city and \$100,000 to be held in trust by the State of Tennessee and to be used for the educational benefit of the people of Nashville. The Forty-Second General Assembly of the State of Tennessee agreed in 1881 to accept the trust for the organization and management of the institution. This responsibility was carried out through the appointment by the Governor of commissioners who were charged with the actual oversight of the institution. In his will, Watkins specifically gave wide latitude to the commissioners to establish the school's mission and curriculum. The will states that "the dead cannot manage the affairs of the living, and I will leave to others the task of managing to the best advantage, the means I have placed at their disposal." As for the general mission of the institution, Watkins stated that the school should "provide information upon such subjects as will be beneficial in the business of life." Specifically modeled after Cooper Union, established twenty-six years earlier, Watkins Institute followed the successful New York City development as the second such community-based institution designed to meet the broad educational and cultural needs of its citizens.

Soon after Watkins' death, one of his friends, Memucan Hunt Howard, contributed \$15,000 to the institution for the creation of a library. Years later the volumes purchased with that contribution would form the original collection for Nashville's first public library when Watkins donated its holdings to meet the requirements of a Carnegie grant for a library building. A third major early benefactor to Watkins Institute was Ann E. Webber. In 1902 Webber deeded two valuable pieces of property to the institution. In keeping with her wishes, the proceeds from the sale of the property were used to expand the programs at the school with educational opportunities provided to the public "regardless of age or sex." Mrs. Webber's gift allowed significant expansion of the educational programming.

In later years, other public and private agencies and benefactors contributed significantly to the Watkins legacy and to the success of Watkins Institute. During the 1930s, the WPA and other federal agencies provided assistance to the school. On at least thirteen occasions, the General Assembly of the State of Tennessee has appropriated funds to support the operations of the school. And continues to provide non-recurring state funding to support specific projects. Other recent major benefactors have included contemporary civic-minded citizens, agencies, organizations, and foundations, including Buford Tatum, Brownlee and Agneta Currey, Jesse and Margaret Henley, Frank Farris, Jr., the Frist Foundation, the Memorial Foundation, Charles W. and Lee Ann Hawkins, the Tennessee Arts Commission, the Metro Nashville Arts Commission, the Anne Potter Wilson Foundation, and the Jack C. Massey Foundation, and the Turner Foundation.

From its beginning, Watkins has served the community by providing a variety of educational and public service opportunities to children, young people, and adults. In meeting this responsibility, the institution has always had a particular interest in education and community service in the arts. One month after it opened its doors in March of 1885, the school, under the auspices of the Nashville Art

Association, held Nashville's first comprehensive art exhibit and began an art school. In 1886 *Harper's Weekly* published a photograph of Watkins' art facilities and stated that Nashville had developed into an art center and "would become a rallying point for art in the South."

Over its long history, Watkins leaders have regularly assessed the educational and cultural needs of the community and offered programs to meet those needs. In addition to programs in the arts, Watkins offered many courses in diverse disciplines that attracted students of all ages. Documents in the institution's archives indicate that the school in its first 100 years provided learning opportunities to almost 350,000 men, women, and children in Nashville. There are few, if any, institutions in the city and the state that have touched so many lives and that have had such an important educational and cultural impact on the life of the city. Watkins is an historic Nashville treasure.

In the waning years of the twentieth century, Watkins Institute moved through a period of significant transition in its programming. With the advent of technology centers and community colleges as well as the expansion of opportunities provided by Nashville's abundant community of public and private elementary and secondary schools and colleges and universities, many of the historic educational needs that Watkins Institute had addressed were now being met by other institutions. Despite Nashville's growing wealth of diverse educational resources, however, one significant cultural and educational need remained unmet: visual arts. Although Watkins had always been Nashville's leading arts education center, it had traditionally offered a variety of programs and courses in other disciplines. By the early 1990s, however, Watkins determined to concentrate exclusively on addressing unmet educational, cultural, and public service needs in the visual arts.

The transition began as early as 1977 when state approval was received through the Tennessee Higher Education Commission to offer associate degrees in fine art and in interior design. A Nashville School of Art and a Nashville School of Interior Design were established as entities within the Institute. Both programs grew quickly. In 1992, the interior design program received accreditation from the Foundation for Interior Design Education Research for its AA degree program. Reflecting the growth of its college degree granting programs, Watkins Institute in 1994 received approval from the Tennessee Higher Education Commission to change its name to Watkins Institute College of Art & Design. By this time the college curriculum also included degree and certificate programs in photography and fine art.

A major development in the evolution of the college occurred in the mid-1990s when the institution established the Watkins Film School, which flourished immediately and quickly gained a regional and national reputation for excellence. In 1997 and 1998, the Tennessee Higher Education Commission approved bachelor of fine arts degrees in film and in interior design, respectively. Subsequently, additional bachelor of fine arts degree programs in graphic design, fine arts, and photography were approved. Also in the 1990s, the college became an accredited institutional member of the National Association of Schools of Art and Design, the only accrediting agency covering the whole field of Art and Design recognized by the Council for Higher Education Accreditation and the U. S. Department of Education. In 2000, the institution, with the approval of the Tennessee Higher Education Commission, slightly modified again its operating name and became Watkins College of Art & Design.

As the institution prepares to celebrate one hundred and twenty-two years of educational service, Watkins College of Art & Design is a freestanding visual arts college offering bachelor of fine arts degrees and certificate programs, and is enjoying healthy growth and development. Complementing its emphasis on studio-based undergraduate degree programs in the visual arts is its continuing and historic commitment to community education and outreach for all members of the Nashville community. Through its highly acclaimed Young Artists Program and the Adult Community Education Program, Watkins continues to provide a wide variety of educational and cultural opportunities to area residents. The college also provides regular meeting facilities for many area arts organizations and groups, and uses its galleries to showcase the works of artists from the local

community and across the nation. And, finally, each academic department within the college regularly pursues service-learning projects that not only provide many valuable real-world learning experiences for students but also provide important services to local individuals, groups, and organizations.

In its second century of service, Watkins has positioned itself to continue and to expand its role as a major cultural and educational institution in Nashville. Today it benefits from Commissioners and Board of Trustees members made up of many of Nashville's most active and devoted citizens. It also continues to enjoy wide and favorable support throughout the Nashville community and across the state. Under current leadership, the college has developed and annually updates a detailed five-year strategic master plan designed to guide the school as the premier arts education institution in the region with programs that enjoy regional and national reputations for outstanding quality. The strategic plan has been designed to accomplish the institution's mission – a mission that has grown out of the one hundred and twenty-two year legacy created by Samuel Watkins. It also reflects a careful and ongoing study of contemporary external and internal opportunities and challenges, and the planning assumptions that arise from these studies. Although having a long history of planning and assessment, a new institutionally integrated on-going planning process was created to establish a greater commitment to institutional effectiveness. Using the institutional mission together with the planning assumptions, the new planning process was implemented in 2004-2005 and has been regularly refined, improved, and updated. Broad institutional goals together with strategic objectives for reaching those goals form the core of the plan. The process also provides for the establishment of benchmarks for measuring success in furthering the institutional goals. Finally, the planning process, as fully implemented, creates a permanent and continuous system that calls for annual assessment of the institution's mission together with assessments of all academic and administrative programs and procedures with an emphasis on student learning outcomes, that leads annually to a consideration of relevant assessment data, and an annual commitment to data-based improvements in all of the institution's efforts to meet its mission.

TYPE OF CONTROL

A. **Public**

☐ State (If checked, which state system?) _____

Name of system president/chancellor _____

Address of system president/chancellor _____

☐ Other (Specify) _____

B. **Private**

☒ Independent, not-for-profit

Name of corporation Trustees of Watkins Institute
Address of corporation 2298 Rosa L Parks Blvd, Nashville TN 37228

☐ Religious Group (If checked, specify affiliation) _____

☐ Independent, for-profit

Name of corporation _____

Address of corporation _____

Corporation Chief Executive Officer, Title, and Address _____

1. If this institution is one among other public institutions governed by the same governing board with a central system administration, on a separate sheet, provide the following information:

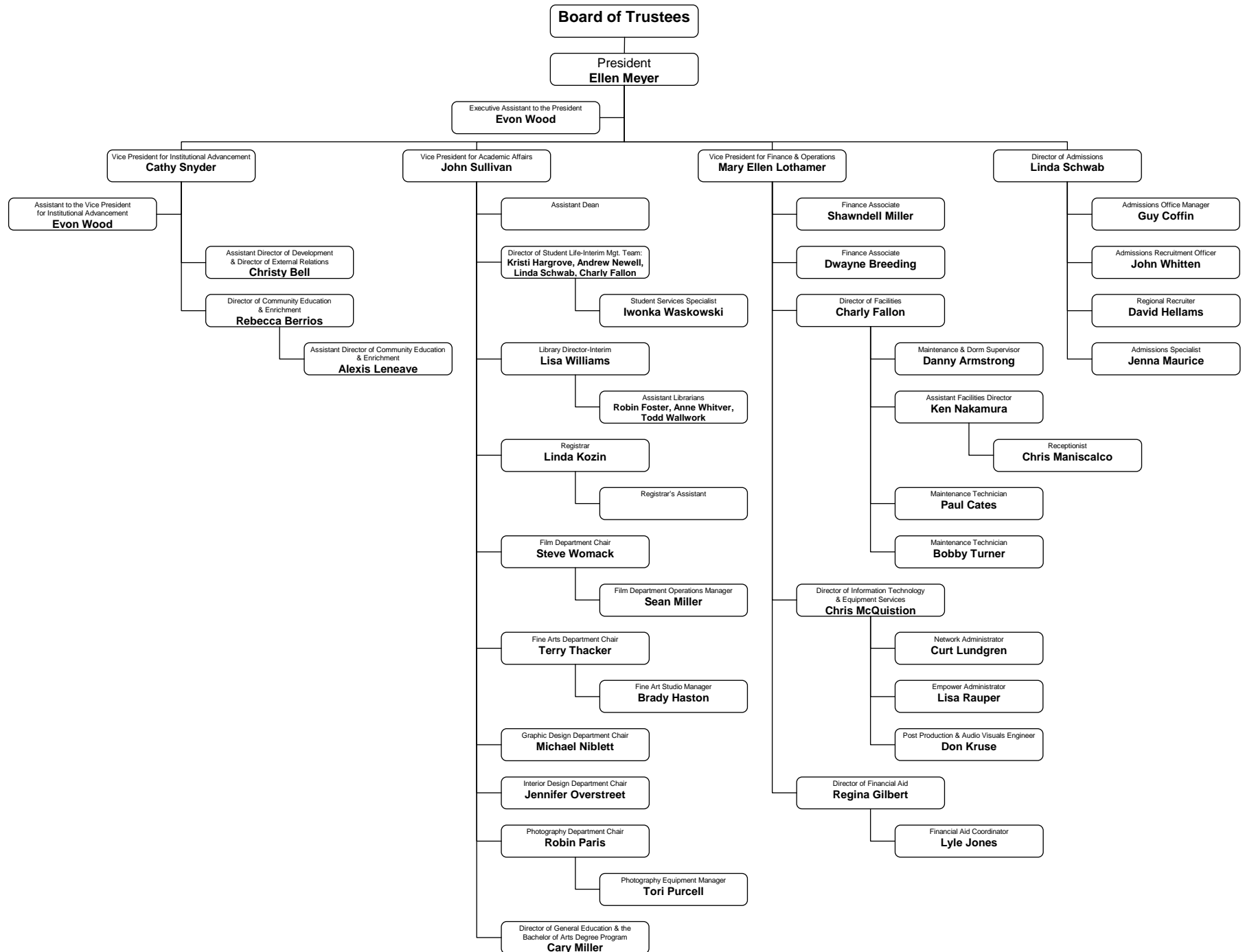
- a. Describe the governing board.
- b. Describe the reporting structure for the chief executive officers of each of the institutions.
- c. Describe the procedure for the development and approval of academic policy and practice.
- d. Describe the system's academic program review process.
- e. Outline the budget process.
- f. Describe the relationship between the system office and the applying institution.

2. If this institution is one among several institutions owned by the same corporate board, on a separate sheet, provide the following information:
 - a. Provide the name and location of the corporate headquarters.
 - b. Provide the name of each postsecondary institution owned by the corporation, its address, telephone number, and the name and title of each institution's chief administrator. Also, indicate whether each institution is accredited and the name of the accrediting agency.
 - c. Describe the duties and responsibilities of the corporate officers.
 - d. If the applying institution shares a single governing board with other institutions owned by the corporation, describe the governing board, its responsibilities and authority.
 - e. If each institution has a separate governing board:
 - (1) Describe the relationship between the corporate board and the governing boards of each of the institutions.
 - (2) Define the duties and responsibilities, appointment procedures, rotation policies, removal policies, organizational structure, committee structure, and frequency of meetings for the separate governing boards and for the corporate governing board.
 - (3) Describe the reporting structure for the chief executive officers of each of the institutions.
 - (4) Describe how the legal powers of the corporate board and the individual boards differ.
 - (5) Indicate whether degrees are conferred by the corporate board or the individual boards.
 - (6) Explain whether the corporate board or the individual boards make decisions affecting administrative services, staff support services, and academic programs and services.
 - (7) Explain whether or not members of the corporate board are also members of the individual governing boards.
3. Describe any change in sponsorship or control that occurred in the past year.

ORGANIZATIONAL CHART FOR THE INSTITUTION

Provide an organizational chart for the institution making clear at a minimum the following information:

- (1) The relationship between the CEO of the institution and the governing board.
- (2) The administrative units of the institution with names of the administrative personnel heading each unit.
- (3) Additional detail concerning academic divisions and support units at the institution.



EDUCATIONAL PROGRAMS

1. Level of offering (Check all that apply)

- ☐ Diploma or certificate program(s) requiring less than one year beyond grade 12
- ☒ Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12
- ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- ☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- ☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- ☐ Professional degree program(s) requiring a minimum of 30 semester hours or the equivalent
- ☐ Master's degree program(s) requiring a minimum of 30 semester hours or the equivalent
- ☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- ☐ Doctoral degree program(s) requiring a minimum of 30 semester hours or the equivalent
- ☐ Other (Specify) _____

2. List all Diploma Programs and Certificate Programs Offered

Certificate in Film with Concentrations in Producing, Directing, Screenwriting, Cinematography, and Editing (previous baccalaureate degree required)

3. List all Associate degree programs offered (AAT, AAS, AS, and AA)

Associate of Interior Design

4. List all Baccalaureate degree programs offered (BA, BS, BFA, BAS, BBA, or other as specified)

Bachelor of Fine Arts in Film
Bachelor of Fine Arts in Graphic Design
Bachelor of Fine Arts in Fine Arts
Bachelor of Fine Arts in Interior Design
Bachelor of Fine Arts in Photography
Bachelor of Arts in Art (plan approval)

5. List all Master's degree programs offered (MA, MS, MBA, MFA, or other as specified)

6. List all Doctoral degree programs offered (PhD, EdD, DBA, or other as specified)

7. Indicate what constitutes a normal credit hour load

a. Undergraduate credit hours	12 Semester Credit Hours
b. Graduate credit hours	
c. Professional credit hours	
d. Other	

8. List **all agencies which currently accredit the institution or any of its programs**, the agency name, and the dates of the last review.

<u>Program</u>	<u>Accrediting Agency</u>	<u>Date of Last Review</u>
Certificate in Film	NASAD	10/2008
BFA in Film, Graphic Design, Fine Arts, Interior Design and Photography	NASAD	10/2008
BFA in Interior Design	FIDER (now CIDA)	5/2004
AFA in Interior Design	NASAD	10/2008
BA in Art	NASAD	10/2008

METHOD(S) OF DELIVERY
(Check all that apply and provide information for each)

- ☒ On-Campus using Face to Face Delivery
- ☐ Off-Campus Physical Site(s) using Face to Face Delivery

For each site provide the following information:

- (1) the location (complete address), indicating distance from main campus
- (2) the programs (or courses if complete programs are not offered) offered
- (3) the number of students enrolled
- (4) the name and position of the person administratively responsible for the site
- (5) how students access library/learning resources
- (6) how students access student support services
- (7) the number of full time faculty and the number of adjunct faculty teaching at each site

- ☐ Distance Learning by Correspondence

- (1) Indicate who is administratively responsible for learning by correspondence
- (2) Indicate the programs (or courses if complete programs are not offered) offered by correspondence and the number of students enrolled
- (3) Indicate how correspondence students access library/learning resources
- (4) Indicate how correspondence students access student support services

- ☐ Distance Learning by Electronic Means

- (1) Indicate the type(s) of electronic delivery available to students
- (2) Indicate who (or what unit) at the institution is administratively responsible for distance learning by electronic means
- (3) Describe the information technology used to provide instruction by electronic means
- (4) Indicate the programs (or courses if complete programs are not offered) offered by electronic means
- (5) Indicate the number of students enrolled in programs or courses offered by electronic means
- (6) Indicate who is responsible for development of courses offered by electronic means
- (7) Indicate how students enrolled in these courses or programs access library/learning resources
- (8) Indicate how students enrolled in these courses or programs access student support services

ENROLLMENT DATA

Please report enrollment for the *most recent fall term* in the following categories. Include all degree and non-degree students, wherever or however instruction takes place. Use the following Commission definitions in your computation:

A full-time undergraduate student is one who is enrolled for 12 or more credit hours.

A full-time post-baccalaureate/graduate student is one who is enrolled for 9 or more credit hours.

For-Credit, Full-Time Undergraduate and Post-Baccalaureate Students

1. Total number of full-time undergraduate students (those taking 12 or more credit hours): 302
2. Total number of full-time post-baccalaureate (master's or doctoral programs or other for-credit programs) students (those taking 9 or more credit hours):

For-Credit, Part-Time Undergraduate and Post-Baccalaureate Students

3. a. Total hours of all undergraduate students carrying fewer than 12 credit hours (definition of part-time student): 804 (hours)
- b. Divide the total hours in 3a by 12, rounding to the nearest whole number: 67
4. a. Total hours of all post-baccalaureate students (master's or doctoral programs, or other for-credit programs) carrying fewer than 9 credit hours (definition of part-time student): (hours)
- b. Divide total hours in 4a by 9, rounding to the nearest whole number:
5. Total of lines 1, 2, 3b, and 4b: 369

Non-Credit

6. a. For **each** non-credit course offered *in the most recent fall term*, multiply the total number of contact hours for the course (as determined by your institution) by the total number of students enrolled in the course. Add resulting figures for all non-credit courses (See example below). 4137
- b. Divide combined total in 6a by 168 if your institution is on a semester or trimester system (12 hours/week x 14 weeks), or by 120 if your institution is on a quarter system (12 hours/week x 10 weeks). Round the quotient to the nearest whole number: 25

Total Total of items 5 and 6b: 394

Example for calculating 6a above:

An institution has five non-credit courses. Course one has 17 students and 20 course contact hours; course two has 11 students and 15 contact hours; and course three has 10 students and 15 contact hours.

Calculation for Part 6a.	Students			Contact Hours		
Course one:	17	x	20	=	340	
Course two:	11	x	15	=	165	
Course three:	10	x	15	=	<u>150</u>	
Calculation Total for Part 6a. =					<u>655</u>	

FACULTY QUALIFICATIONS

The *Principles of Accreditation, Comprehensive Standard 3.7.1*, requires that an institution make its case that each faculty member (full and part time) is qualified to teach the course or courses assigned to him/her. That Standard states as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline.

The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

It is very important that the institution relate specifically the qualifications of the faculty member and the courses assigned to him/her. If necessary, the institution should indicate how the degrees, certifications, or professional or work experiences relate directly to specific components of the course description. The institution may use additional pages if there is not enough room on the form.

Please use the "Roster of Instructional Staff" to provide information regarding the qualifications of faculty.

1. List the qualifications of all faculty employed during the **most recent Spring Term** and the **most recent Fall Term**. Qualifications should relate directly to the content of courses assigned.
2. In column #1 designate all faculty as full or part time within each discipline or department.
3. In column # 2 list from the catalog course prefix, course number, and course title of courses assigned to the faculty member. If the institution offers graduate courses, designate whether the course is undergraduate (U) or graduate (G). If the institution offers developmental or remedial courses, designate whether the course is developmental (D).
4. In column # 3 list the degree(s) and graduate work and institution(s) where they were earned which qualify the person to teach the course(s) assigned to him/her.
5. In column # 4 list any additional experiences or certifications which would qualify the faculty member to teach the course(s) assigned.
6. For institutions offering course work at extended sites, report the qualifications of all faculty teaching at each site (organized by site).
7. Number all pages.

ROSTER OF INSTRUCTIONAL STAFF
GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES
OF FULL-TIME AND PART-TIME FACULTY

Name of Institution **Watkins College of Art & Design**

Name of Academic Department/School **Fine Arts**

Academic Term(s) **2009-2010**

Date Form Completed **8/1/09**

Instructions: Please provide information for all faculty teaching in targeted academic disciplines who have taught credit courses during the time period asked for by Commission staff. Faculty should be grouped by departments or disciplines (do not use broad areas such as social sciences or humanities). If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs. Please list all faculty, both full- and part-time, unless requested not to do so. In categorizing faculty as either full- or part-time, please use the Commission definition of full-time faculty: "Full-time faculty members are defined as those whose major employment is with the institution; whose primary assignments are in teaching and/or research; and whose employment is based upon a contract for full-time employees." **Column One.** State the name of the faculty member and indicate full- or part-time status. **Column Two.** List from the catalog the course prefix, course number, and course title of all credit courses taught during the requested time period. If the institution offers graduate work, indicate whether undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are Transfer (T) or Non-Transfer (N). **Column Three.** List the most advanced degree and discipline (concentration or major); institution which awarded the degree; and the total number of graduate semester hours in each discipline in which courses have been (or will be) taught; or list other competencies, credentials, or professional experiences that support the respective faculty member's qualifications for courses taught. **Column Four.** List/describe any other qualifications or experiences justifying the teaching assignment. In cases where experience, certifications, special training, teaching outcomes reports, etc. are offered in lieu of formal academic preparation, please have available other pertinent materials for each case. Documents which validate faculty information submitted on this form should be maintained by the institution and made available to the Commission.

1	2	3	4
Name	Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
Reed, Madeline (PT)	ART 111 Drawing I ART 162 Drawing I ART 130 2-D Design ART 161 2-D Design	MFA Art Teacher Education Maryland Institute College of Art 42 Graduate Semester Hours	Graduate hours include 15 hours in Painting [PT5250 (9) and PT5450 (6) and 3 hours in Illustration IL5204].
Thacker, Terry (FT)	ART 201 Figure Study I ART 301 Figure Study III ART 241 Painting I ART 242 Painting II ART 341 Painting III ART 441 Painting IV ART 490 Senior Thesis Exhibition ART 495 Fine Arts Internship	MFA University of Tennessee 60 Graduate Semester Hours	Although The University of Tennessee does not further define the MFA degree, this transcript record indicates a 37-hour concentration of coursework in drawing and painting aside from the thesis project.

Hargrove, Kristi (FT)	ART 112 Drawing II ART 222 Special Topics: Dada ART 321 Contemporary Art	MFA Visual Art Vermont College 60 Graduate Semester Hours	The Program Description from this transcript record states, "The 60 credit MFA in Visual Art degree program is designed for students with a serious interest in developing skills primarily in making art, but also in developing their knowledge of art history and visual culture and how that knowledge informs making art, . . .". This establishes qualifications to teach ART 222 and ART 321.
Lambert, Ron (FT)	ART 230 3-D Design ART 231 Sculpture I ART 232 Sculpture II ART 331 Sculpture III ART 431 Sculpture IV	MFA Art Alfred University 60 Graduate Semester Hours	This transcript reflects a concentration in sculpture that is further supported by the thesis project including sculpture, time-based, and performance projects. In addition to teaching experience, the vita shows experience as a moldmaker, studio designer, and sculpture technician.
Sanford, Elizabeth (PT)	ART 115 Color Fundamentals	MFA Art East Carolina University 60 Graduate Semester Hours	
McClurg, Rob (PT)	ART 230 3-D Design ART 251 Clay I ART 252 Clay II ART 351 Clay III ART 451 Clay IV	MFA Ceramics East Texas State University 64 Graduate Semester Hours	
Haston, Brady (FT)	ART 161 2-D Design ART 261 Printmaking I ART 262 Printmaking II ART 361 Printmaking III ART 461 Printmaking IV	MFA Art Montana State University 62 Graduate Semester Hours	This transcript record indicates 16 hours of printmaking aside from the thesis project.
Bowers, Jonathan (PT)	ART 162 Drawing I	MFA Painting New York Academy of Art 63 Graduate Semester Hours	
Darr, James (PT)	ART 202 Figure Study II (Modeling) ART 301 Figure Study III	MFA Sculpture University of Delaware 60 Graduate Semester Hours	This vita shows experience as a sculpture instructor at the Herron School of Art in Indiana, work as their sculpture technician, and commissions for public sculpture.
Hood, Farrar (PT)	ART 162 Drawing I	MS History of Art and Design Theory	

		and Criticism MFA Painting Pratt Institute 76 Graduate Semester Hours	
Coté, Derek (FT)	ART 163 3-D Design ART 164 4-D Design	MFA Fine Arts: Sculpture Virginia Commonwealth University 62 Graduate Semester Hours	Transcript record shows a concentration in Sculpture and Extended Media. Vita lists large monumental sound installations for international art fairs in New York, Miami, and Washington DC.

ROSTER OF INSTRUCTIONAL STAFF
GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES
OF FULL-TIME AND PART-TIME FACULTY

Name of Institution **Watkins College of Art & Design**

Name of Academic Department/School **General Education**

Academic Term(s) **2009-2010**

Date Form Completed

8/1/09

Instructions: Please provide information for all faculty teaching in targeted academic disciplines who have taught credit courses during the time period asked for by Commission staff. Faculty should be grouped by departments or disciplines (do not use broad areas such as social sciences or humanities). If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs. Please list all faculty, both full- and part-time, unless requested not to do so. In categorizing faculty as either full- or part-time, please use the Commission definition of full-time faculty: "Full-time faculty members are defined as those whose major employment is with the institution; whose primary assignments are in teaching and/or research; and whose employment is based upon a contract for full-time employees." **Column One.** State the name of the faculty member and indicate full- or part-time status. **Column Two.** List from the catalog the course prefix, course number, and course title of all credit courses taught during the requested time period. If the institution offers graduate work, indicate whether undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are Transfer (T) or Non-Transfer (N). **Column Three.** List the most advanced degree and discipline (concentration or major); institution which awarded the degree; and the total number of graduate semester hours in each discipline in which courses have been (or will be) taught; or list other competencies, credentials, or professional experiences that support the respective faculty member's qualifications for courses taught. **Column Four.** List/describe any other qualifications or experiences justifying the teaching assignment. In cases where experience, certifications, special training, teaching outcomes reports, etc. are offered in lieu of formal academic preparation, please have available other pertinent materials for each case. Documents which validate faculty information submitted on this form should be maintained by the institution and made available to the Commission.

1	2	3	4
Name	Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
Martin, William (FT)	ART 101 Art History Survey I ART 102 Art History Survey II ART 221 20 th Century Art History	MA Art History SUNY at Stony Brook 42 Graduate Semester Hours	
Miller, Cary (FT)	ENG 102 English Composition II	MA English Tennessee State University 30 Graduate Semester Hours	
Quirin, James (PT)	HIS 101 History of World Civilization HIS 102 History of World Civilization II	PhD History University of Minnesota 60 Graduate Semester Hours	

Dodd, Kevin (PT)	PHL 220 Introduction to Philosophy REL 201 World Religion HUM 201 World Philosophy HUM 220 World Mythologies	PhD Religion Vanderbilt University 72 Graduate Semester Hours	The transcript record indicates 6 hours of graduate philosophy (PHIL 211 and 260) in addition to his dissertation research. 211 is a general course on Medieval Philosophy and 260 is a general course on Nietzsche and Kierkegaard. This establishes qualifications to teach PHL 220, an introductory class. Professor Dodd teaches Introduction to Philosophy at Volunteer State College, an accredited institution. He has published extensively on religion, theology, and philosophy.
Church, Russell (PT)	COM 220 Fundamentals of Speech	PhD Speech Temple University 22 Graduate Credit Hours (doctoral studies only)	
Whitney, Donna (PT)	SCI 310 History of Scientific Thought MAT 101 Applied Math	MD Harvard Medical School	Dr Whitney is a retired neurologist. Her medical school training, her years of practice, and her continuing involvement with the scholarship of science and mathematics qualify her to teach these introductory science and math classes.
Graves, Molly	ANT 102 Anthropology	MA Anthropology University of California at Santa Cruz 45 Graduate Quarter Hours	
Hoekstra, Doug	ENG 101 English Composition I	MEd English Belmont University 30 Graduate Semester Hours	Hoekstra's degree program included 19 hours of graduate coursework in composition and style and in fiction and poetry writing. Additionally, Professor Hoekstra is an internationally recognized songwriter and his collection of original essays, <i>Bothering the Coffee Drinkers</i> , was published in 2006.
Felts, Susannah	ENG 310 Creative Writing	MFA Writing School of the Art Institute of Chicago 60 Graduate Semester Hours	

ROSTER OF INSTRUCTIONAL STAFF
GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES
OF FULL-TIME AND PART-TIME FACULTY

Name of Institution **Watkins College of Art & Design**

Name of Academic Department/School **Film**

Academic Term(s) **2009-2010**

Date Form Completed **8/1/09**

Instructions: Please provide information for all faculty teaching in targeted academic disciplines who have taught credit courses during the time period asked for by Commission staff. Faculty should be grouped by departments or disciplines (do not use broad areas such as social sciences or humanities). If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs. Please list all faculty, both full- and part-time, unless requested not to do so. In categorizing faculty as either full- or part-time, please use the Commission definition of full-time faculty: "Full-time faculty members are defined as those whose major employment is with the institution; whose primary assignments are in teaching and/or research; and whose employment is based upon a contract for full-time employees." **Column One.** State the name of the faculty member and indicate full- or part-time status. **Column Two.** List from the catalog the course prefix, course number, and course title of all credit courses taught during the requested time period. If the institution offers graduate work, indicate whether undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are Transfer (T) or Non-Transfer (N). **Column Three.** List the most advanced degree and discipline (concentration or major); institution which awarded the degree; and the total number of graduate semester hours in each discipline in which courses have been (or will be) taught; or list other competencies, credentials, or professional experiences that support the respective faculty member's qualifications for courses taught. **Column Four.** List/describe any other qualifications or experiences justifying the teaching assignment. In cases where experience, certifications, special training, teaching outcomes reports, etc. are offered in lieu of formal academic preparation, please have available other pertinent materials for each case. Documents which validate faculty information submitted on this form should be maintained by the institution and made available to the Commission.

1	2	3	4
Name	Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
Flesher, Van (FT)	FLM 112 Tech I FLM 272 ST: Adaptations FLM 310 Film Production III FLM 311 Film Production III FLM 370 Cinematography I FLM 371 Advanced Cinematography FLM 410 Film Production IV FLM 411 Film Production IV-A FLM 412 Film Production IV-B FLM 491 Final Edit	MFA Motion Picture, TV, and Recording Arts Florida State University 77 Graduate Semester Hours	
Womack, Steve (FT)	FLM 204 Introduction to Screenwriting FLM 271 Special Topics: Hitchcock FLM 271 Special Topics: Film Noir FLM 330 Advanced Screenwriting FLM 332 Writing the Short Screenplay	MFA English/Writing Long Island University 37 Graduate Semester Hours	Author of 11 books (10 novels, 1 non-fiction), screenwriter for 2 national television films and a number of corporate and educational films.

Stover, Valorie (FT)	FLM 210 Film Production I FLM 211 Film Production II FLM 310 Film Production III FLM 311 Film Production III FLM 420 Internship I FLM 421 Internship II	MFA Motion Picture, TV, and Recording Arts Florida State University 74 Graduate Semester Hours	
Newell, Andrew (FT)	FLM 210 Film Production I FLM 211 Film Production II FLM 261 Directing Workshop FLM 362 Advanced Directing FLM 410 Film Production IV FLM 411 Film Production IV-A FLM 412 Film Production IV-B	MFA Motion Picture, TV, and Recording Arts Florida State University 77 Graduate Semester Hours	As part of his graduate degree in Film, Professor Newell took a full three-course sequence in Directing. He also has numerous professional credits as a director. In his 8 years in film, he directed a feature film <i>Looking for Truth</i> , in 1997, which debuted at the Sarasota Film Festival. Professor Newell has directed over 15 short films, which have been shown in festivals throughout the country, including the Florida Film Festival. His short film, <i>A Straight Path</i> is currently in postproduction, and he directed a promotional video for the Governor of Tennessee, which was distributed nationally. This qualifies him to teach Directing.
Passafiume, Andrea (PT)	FLM 201 Early Development of Cinema FLM 202 Modern International Cinema FLM 273 ST: Hollywood Genres FLM 276 ST: Issues in Documentary FLM 103 Elements of Film Art	MA Cinema Studies New York University 33 Graduate Points	
Miller, Sean (FT)	FLM 392 Sound Design FLM 294 Post Production Refinements	MAH Film and Performance SUNY Buffalo 46 Graduate Credit Hours	In addition to his graduate work, Professor Miller's undergraduate degree is in sound recording. He has worked extensively as a recording engineer.

Gordon, Robert (FT)		BA Theater and Film UCLA	Mr Gordon is a professional film editor with over thirty feature films to his credit, including Blue Lagoon and Toy Story. He has also edited documentaries and episodic television. He is a member of the Motion Pictures Editors Guild. He has taught editing at Otis College of Art and Design, UCLA, and USC, as well as presenting professional symposia at MPEG, Sony Pictures, and Pixar. His professional experiences qualify him as an exceptional choice to teach cinematic editing at the baccalaureate level.
Roche, Nancy (PT)	FLM 285 American Independent Cinema	MFA Creative Writing Brown University Course Credit system not in use at Brown at this time.	In addition to her MFA, Instructor Roche is a candidate for the PhD in English at MTSU. Within this coursework, she has taken a number of courses related to cinema and television that qualify her to teach this special topics class.
Lee, Franne (PT)	FLM 250 Production Design	University of Wisconsin	Instructor Lee is a professional costume and production designer and has won an Emmy and two Tony awards. She was a member of the original Saturday Night Live crew and designed the Coneheads and Killer Bees costumes. She has an extensive list of film, stage, and television credits. Her professional experiences qualify her to teach costume and production design at the baccalaureate level.
Bertram-Reed, Amy (PT)	FLM 286 Introduction to French Film FLM 287 Introduction to French Film	ABD French University of Tennessee 76 Graduate Semester Hours	Ms Bertram-Read's graduate transcript record identifies a 6-course concentration in French Film.

Dalton, Sam (PT)	FLM 281 The World of Doc and Edutainment FLM 301 Production Fundamentals	University of Tennessee	Mr Dalton has had a long and productive career as a writer, director, producer, consultant, and actor. He has won an Emmy and two Telly awards for his work television and cinematic management. His 35+ years of professional experience qualify him to teach coursework related to production and the business of film, and to teach related history classes.
Yanok, George	FLM 288 History of TV Drama	University of Santa Clara San Jose State College	Mr Yanok is a professional screenwriter with nearly fifty years experience as a professional writer within the industry. He has won two Emmys and a Writer's Guild of America award. He has written and produced episodes of <i>Welcome Back, Kotter, Sanford & Son, The Bob Newhart Show</i> and others and also wrote for a number of television specials. He remains currently active in the industry. His professional experiences qualify him as an exceptional choice to teach writing for television and related history classes at the undergraduate level.
Stevens, Chuck	FLM 263 The Horror Film	MA Cinema Studies ABD Film Studies New York University 79 Graduate Points	

ROSTER OF INSTRUCTIONAL STAFF
GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES
OF FULL-TIME AND PART-TIME FACULTY

Name of Institution **Watkins College of Art & Design**

Name of Academic Department/School **Graphic Design**

Academic Term(s) **2009-2010**

Date Form Completed **8/1/09**

Instructions: Please provide information for all faculty teaching in targeted academic disciplines who have taught credit courses during the time period asked for by Commission staff. Faculty should be grouped by departments or disciplines (do not use broad areas such as social sciences or humanities). If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs. Please list all faculty, both full- and part-time, unless requested not to do so. In categorizing faculty as either full- or part-time, please use the Commission definition of full-time faculty: "Full-time faculty members are defined as those whose major employment is with the institution; whose primary assignments are in teaching and/or research; and whose employment is based upon a contract for full-time employees." **Column One.** State the name of the faculty member and indicate full- or part-time status. **Column Two.** List from the catalog the course prefix, course number, and course title of all credit courses taught during the requested time period. If the institution offers graduate work, indicate whether undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are Transfer (T) or Non-Transfer (N). **Column Three.** List the most advanced degree and discipline (concentration or major); institution which awarded the degree; and the total number of graduate semester hours in each discipline in which courses have been (or will be) taught; or list other competencies, credentials, or professional experiences that support the respective faculty member's qualifications for courses taught. **Column Four.** List/describe any other qualifications or experiences justifying the teaching assignment. In cases where experience, certifications, special training, teaching outcomes reports, etc. are offered in lieu of formal academic preparation, please have available other pertinent materials for each case. Documents which validate faculty information submitted on this form should be maintained by the institution and made available to the Commission.

1	2	3	4
Name	Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
Niblett, Michael (FT)	GRD 310 Graphic Design III GRD 410 Graphic Design IV GRD 461 Senior Portfolio Development GRD 470 Internship I	MFA Art University of Oklahoma 56 Graduate Semester Hours	When Professor Niblett took his graduate work in the 1970s, graduate degrees in the visual arts were not commonly differentiated as they are presently. Most institutions accept his MFA in Printmaking as the equivalent of a Graphic Design degree. He has 16 hours of graduate coursework in Graphics aside from his 21 hours of studio work. He earned his tenure as an Associate Professor of Graphic Design at an accredited university, Texas Christian University, and has 30 years of experience as a practicing Graphic Designer.

			Professor Niblett has ten years experience teaching Graphic Design and his work has appeared in over 30 national and international design annuals. In addition, he has received 20 other adjudicated design awards.
Brawner, Dan (FT)	GRD 110 Graphic Design I GRD 121 Typography I GRD 321 Illustration I GRD 421 Illustration II	MFA Illustration University of Hartford 61 Graduate Semester Hours	
Sullivan, John (PT)	GRD 101 History of Graphic Design	MFA Graphic Design Louisiana Tech University 72 Graduate Semester Hours	
Sweeney O'Bryan, Judith (FT)	GRD 332 Typography III GRD 420 Packaging Design GRD 210 Graphic Design II	MAT Graduate Education Belmont University 45 Graduate Semester Hours	Professor Sweeney O'Bryan's graduate studies included 9 hours of art and art methods coursework ART 5264 (3), and EDU 5990 (6). Her BFA is in Graphic Design from Parsons School of Design. In addition to sixteen years of practice as a freelance designer, she has been an Art Director for a number of advertising firms, including Dancer, Fitzgerald, Sample; Kallir, Phillips & Ross; and Young & Rubicam; all of New York, and A. Richard Johnson of Nashville.
Wilkison, Steve (PT)	GRD 441 Multi-Media II		Instructor Wilkison's extensive experience in multimedia qualifies him to teach in this area. He has worked in multimedia for over twenty years. He is presently the owner of Digital Vision Media, a major content provider for the music industry in Nashville.
McAnally, Jim (PT)	GRD 230 Computer Studio II	MFA Graphic Design Louisiana Tech University 60 Graduate Semester Hours	

Tange-duPre, Katherine (PT)	GRD 230 Computer Studio II	MBA General Business Sam Houston State University 36 Graduate Semester Hours	In addition to her BFA in Graphic Design, Ms Tange-duPre has extensive experience both in the business aspects of design and in design production, gained while working for the BPS&M division of Wells Fargo. Her professional experience, coupled with her degrees in Business and in Graphic Design, qualify her to teach primarily production and professional practices coursework at the undergraduate level.
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ROSTER OF INSTRUCTIONAL STAFF
GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES
OF FULL-TIME AND PART-TIME FACULTY

Name of Institution **Watkins College of Art & Design**

Name of Academic Department/School **Interior Design**

Academic Term(s) **2009-2010**

Date Form Completed **8/1/09**

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1	2	3	4
Name	Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
Overstreet, Jennifer (FT)	IND 101 Design Fundamentals IND 206 Historical Architecture & Interiors I IND 210 Residential Design IND 410 Thesis & Research IND 420 Interior Design Thesis IND 405 Internship	MS Architecture Mississippi State University 33 Graduate Semester Hours	NCIDQ Certified, NCIDQ Exam Proctor, Professional Member of IDEC, ASID, NFBA, USGBC, and IIDA, Registered Interior Designer, State of Tennessee
Myers, Jenny (FT)	IND 111 Architectural Drawing I IND 113 Building Construction & Detail IND 311 CAD I IND 312 CAD II IND 313 Computer Modeling & Visualization IND 404 Lighting II	MS Industrial Studies Middle Tennessee State University 37 Graduate Semester Hours	LEED Accredited. Member of USGBC, MTAUG, and Architecture for Humanity

Gulley, Cheryl (FT)	IND 102 Space Planning & Human Factors IND 203 Interior Materials & Specifications IND 205 Textiles & Furnishings IND 304 Lighting I IND 307 Seminar in Design Theory IND 310 Commercial Design IND 403 Advanced Materials & Detail IND 404 Lighting II IND 406 Portfolio Design	MFA Interior Design (In Progress) San Francisco Art Institute 57 Graduate Semester Hours	NCIDQ Certified, LEED accredited. Professional Member of IDEC and USGBC MS Psychology Austin Peay State University. Professor Gulley has earned 39 hours toward a MFA degree at present and her course work is ongoing. Included in these 39 hours are 24 hours in Interior Design, which satisfies the requirement to teach at the undergraduate level. Coursework completed to date includes: IAD 610, Spatial Design; IAD 612, Material Use; IAD 611 CAD Design; IAD 614, Sacred Geometry; IAD 608, Digital Imaging; IAD 605 Residential Design; IAD 604, Lighting Design, and IAD 625, Green Design. All courses earned 3 hours of graduate credit.
Bryant, Rob (PT)	IND 303 Presentation Techniques IND 305 History & Theory of 20 th Century Architecture and Design	MArch University of Florida 53 Graduate Semester Hours	Member of AIA.
Kennon, Katherine (PT)	IND 204 Codes	MArch Clemson University 60 Graduate Semester Hours	Professor Kennon is the author of <i>The Codes Guidebook for Interiors</i> , a codes textbook commonly used in Interior Design education. Member of AIA.
Besser, Susan	IND 206 History of Architecture & Interiors I	MA History Middle Tennessee State University 38 Graduate Semester Hours	Ms Besser's emphasis in her graduate program on Historic Preservation, coupled with her professional work with Franklin Preservation Associates uniquely qualify her to teach architectural history at the undergraduate level.
Maehlmann, Monika	IND 203 Interior Materials And Specifications	BS Interior Design Mississippi College	Ms Maehlmann is a registered, practicing interior designer. She is a member of IIDA, USGBC, and ASID in addition to being LEED accredited and NCIDQ certified.

Klich, Judy	IND 402 Professional Practices	BS Interior Design MFA in progress Academy of Art University	Ms Klich is a practicing interior designer. She is a member of IIDA and AAHID, and is NCIDQ certified, in addition to serving as a NCIDQ Exam Proctor.
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ROSTER OF INSTRUCTIONAL STAFF
GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES
OF FULL-TIME AND PART-TIME FACULTY

Name of Institution **Watkins College of Art & Design**

Name of Academic Department/School **Photography**

Academic Term(s) **2009-2010**

Date Form Completed **8/1/09**

Instructions: Please provide information for all faculty teaching in targeted academic disciplines who have taught credit courses during the time period asked for by Commission staff. Faculty should be grouped by departments or disciplines (do not use broad areas such as social sciences or humanities). If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs. Please list all faculty, both full- and part-time, unless requested not to do so. In categorizing faculty as either full- or part-time, please use the Commission definition of full-time faculty: "Full-time faculty members are defined as those whose major employment is with the institution; whose primary assignments are in teaching and/or research; and whose employment is based upon a contract for full-time employees." **Column One.** State the name of the faculty member and indicate full- or part-time status. **Column Two.** List from the catalog the course prefix, course number, and course title of all credit courses taught during the requested time period. If the institution offers graduate work, indicate whether undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are Transfer (T) or Non-Transfer (N). **Column Three.** List the most advanced degree and discipline (concentration or major); institution which awarded the degree; and the total number of graduate semester hours in each discipline in which courses have been (or will be) taught; or list other competencies, credentials, or professional experiences that support the respective faculty member's qualifications for courses taught. **Column Four.** List/describe any other qualifications or experiences justifying the teaching assignment. In cases where experience, certifications, special training, teaching outcomes reports, etc. are offered in lieu of formal academic preparation, please have available other pertinent materials for each case. Documents which validate faculty information submitted on this form should be maintained by the institution and made available to the Commission.

1	2	3	4
Name	Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
McKenzie, Joy (FT)	PHO 241 Introduction to Lighting PHO 391 Internship PHO 121 Photo I PHO 232 Photo II	MFA Cinema and Photography Southern Illinois University & Memphis College of Art 49 Graduate Semester Hours	
Paris, Robin (FT)	PHO 121 Photo I PHO 251 Digital Imaging PHO 261 Alternate Processes PHO 371 Advanced Special Topics PHO 491 Degree Project PHO 391 Internship PHO 481 Seminar	MFA Photography Savannah College of Art & Design 90 Graduate Quarter Hours	

Allison, Caroline (PT)	PHO 101 Photography: A Cultural Lens PHO 102 A Critical Introduction to Photo PHO 231 Photography II PHO 342 Applied Lighting	MFA Photography School of the Art Institute of Chicago 60 Graduate Semester Hours	
Clark, Shannon (PT)	PHO 121 Photo I	MFA Photography Savannah College of Art & Design 90 Graduate Quarter Hours	
Hart, Sharon (PT)	PHO 481 Seminar	MFA Photography University of North Carolina at Chapel Hill 60 Graduate Semester Hours	
Wollam, Erica (PT)	PHO 375 Advanced Special Topics	MFA Visual Art Vermont College 60 Graduate Semester Hours	

LIBRARY/LEARNING RESOURCES

1. SPACE USAGE

Describe the Library/Learning Resources physical facilities and, of the total, indicate the amount of space devoted to each of the following:

- | | |
|---|-------------------|
| a. Stack areas for shelving volumes | <u>1240 sq ft</u> |
| b. Seating capacity | <u>682 sq ft</u> |
| c. Staff office and work areas | <u>201 sq ft</u> |
| d. Other areas (e.g., media production, learning labs, and listening rooms) | <u>887 sq ft</u> |
| e. Total square feet allocated to library functions | <u>3000 sq ft</u> |

The Watkins College of Art & Design Library is located in the interior of the main building. A spacious room houses the circulation area, stack area, current periodical and newspaper area, computer research area, sitting areas, copier, and display areas. Offices for the Library Director, Assistant Librarian/Visual Resources Curator, and Director of General Education branch off from the central area. Back periodicals, reserve materials, and slides are stored in areas adjacent to the main room.

2. LIBRARY STAFF

<u>Library Staff</u>	<u>Full-time</u> <u>#</u>	<u>Part-time</u> <u>#</u>	<u>Qualifications</u>
1. Librarians	1	3	4 - MLIS
2. Other professional staff on the library budget (media specialists, subject bibliographers, etc.,)			
3. Para-professional staff (Undergraduate degree in library science)			
4. Support staff (technical, clerical)			

Student Assistance

1. Number of hours of student assistance by students employed on an hourly basis charged to the library budget 500
2. Number of hours of student assistance by students employed on an hourly basis charged to budgets other than the library 0

3. **LIBRARY MATERIALS**

Directions: For each of the library material descriptions listed below, please provide the following information:

- a. Number held 2 years ago***
- b. Number held at the end of previous year***
- c. Number added this fiscal year***
- d. Number withdrawn this fiscal year***
- e. Number held at the end of this fiscal year***

- A. Bound volumes (exclude bound periodicals and microfilms)
 - a. 21,918
 - b. 22,000
 - c. 2,500
 - d. 4,000
 - e. 20,500
- B. Paid current periodical subscriptions
 - a. 66
 - b. 68
 - c. 7
 - d. 1
 - e. 74
- C. Free current periodical subscriptions
 - a. 9
 - b. 9
 - c. 0
 - d. 0
 - e. 9
- D. Current newspaper subscriptions
 - a. 4
 - b. 5
 - c. 0
 - d. 0
 - e. 5
- E. Current serial subscriptions (include annual proceedings, etc.)
 - n/a
- F. Separate government documents
 - n/a
- G. Other
 - Film titles (films and filmstrips)
 - a. 229
 - b. 900
 - c. 0
 - d. 0
 - e. 1,232

Video titles (cassettes, discs, and tapes)

- a. 3,277
- b. 3,514
- c. 128
- d. 1
- e. 3,641

Graphics titles (slides and transparencies)

- a. 27,578
- b. 27,578
- c. 0
- d. 0
- e. 27,578

Kit titles

- a. 638
- b. 638
- c. 0
- d. 0
- e. 638

4. **INFORMATION TECHNOLOGY AND ELECTRONIC RESOURCES**

Describe all learning resources provided by electronic means.

Describe the computer resources dedicated to library/learning resources.

Online resources included are *Entertainment Employment Journal*, *Grove Art Online* (an electronic catalog), *WilsonWeb*, *JSTOR*, and *TEL* (Tennessee Electronic Library). Through *TEL*, patrons have access to *Gale Virtual Reference Library*, *InfoTrac OneFile*, *Health and Wellness Resource Center*, *General Reference Center Gold*, *Expanded Academic QSAP*, *Inform4*, *General Business File ADAP*, *What Do I Read Next5*, *National Newspaper Index*, *Health Reference Center Academic Computer Database*, *Military and Intelligence Database*, *Religion and Philosophy Database*, *Professional Collection*, *General Business File International*, *Literature Resource Center-LRC*.

The Watkins Library website offers access and tutorials to all the above databases as well as subject related web bibliographies arranged according to discipline, such as the Metropolitan Museum of Arts Art History Timeline. This site is a dynamic resource, regularly updated to communicate new items and events. It also links to the library's facebook page and is the home of the Writing Center's handouts, links, and information. Library services, policies, and forms for purchase requests and reserves can be found here, and the librarians can be contacted via our "Ask a Librarian" or live chat components.

5. **COOPERATIVE AGREEMENTS**

List cooperative agreements with other libraries and agencies

For each agreement, provide a signed copy of the cooperative agreement that includes, but is not limited to, provision for student access, provision for review, provision for assistance to students, and provision for enhancing the collections.

For each cooperative agreement, describe how the resources of the other library or agency support specifically the programs offered by the institution.

1. The library belongs to TENN-SHARE, a network of nearly 400 libraries in Tennessee supporting resource-sharing efforts across the state. Membership grants limited use of OCLC through LYRASIS. Membership in TENN-SHARE and the listing of local periodicals in OCLC entitles the library to limited free membership in SOLONET as an Affiliate Member. This contract allows the library to have limited access to OCLC for searches and electronic interlibrary loan. There is a set amount charged for the time used for each search and the listing or editing of periodicals. Access is only available to the library staff at this time.

Members of TENN-SHARE qualify for free interlibrary loan among their members. Interlibrary loan services are provided by the library staff upon request from the faculty or students of Watkins College of Art & Design. Members of TENN-SHARE also receive discounts on electronic database subscriptions from such vendors as Grolier Online, AccuNet/AP Multimedia Archive, Math/Sci/Net and Stat/Ref.

2. Watkins College of Art & Design Library has established a Cooperative Library Agreement with the nearby John Hope and Aurelia E. Franklin Library of Fisk University. This agreement allows both parties to have access to non-circulating and circulating materials. In particular, Watkins students, through the provisions of this arrangement, have access to a substantial collection of general subject material of over 200,000 volumes.

The contract with TENN-SHARE and the agreement with the John Hope and Aurelia E. Franklin Library of Fisk University help to support the program offered by Watkins College of Art & Design by increasing the ability of the library staff to search for and locate materials not available on site. This service greatly enhances resource provision to the faculty and students through interlibrary loan and helps to cultivate resource sharing with other institutions. A copy of the Fisk University-Watkins College of Art & Design Cooperative Agreement follows.

John Hope and Aurelia E. Franklin Library

Fisk University

Fisk University- Watkins College of Art & Design Cooperative Library Agreement

Fisk University and Watkins College of Art & Design have agreed to provide library access and borrowing privileges to each institution's faculty and students. Such privileges are granted one semester at a time and are initially established at the home library. The privileges provided approximate those for undergraduate students at each institution. Each institution will hold its own students and faculty accountable for obligations to the other institution, as if these obligations were to the home library itself.

The agreement begins on August 28, 2006. Both institutions anticipate that this mutually beneficial arrangement will continue indefinitely.

Term for Borrowing Privileges

Borrowing privileges at either institution are renewed each semester; privileges expire approximately one week before the end of each semester. For 2006-2007, these dates are December 8, 2006 and May 1, 2007. The dates for the summer 2007 semester will be determined at a later date.

Watkins Student and Faculty Use of Fisk Library

Watkins students and faculty should arrange for the use of the Fisk library through the librarian at Watkins. The librarian will supply authorization which will provide sufficient information for the Fisk staff to create a record in the Fisk system for that semester. Watkins students and faculty should take the authorization with them when they first go to the Fisk library each semester. Once a record is created during a semester, only a valid Watkins ID will be required. The circulation desk staff will issue a parking permit that will allow parking in the lot behind the library building. With the exception of the online public catalog, access to Fisk computers is not available.

Fisk Student and Faculty Use of Watkins Library

When borrowing for the first time, Fisk students and faculty should give current Fisk ID card and registration information to Watkins library staff at the circulation desk. No parking sticker is required at Watkins.

Evaluation

At the end of each academic year, each institution will evaluate the effectiveness and efficiency of the cooperative agreement. If necessary, the institutions will collaborate to modify procedures to meet patron needs.

(signed) Jessie Carney Smith 7/7/08

(signed) Beverly Stark 6/19/08

Fisk University Representative Date

Watkins College Representative Date

6. ANALYSIS OF LIBRARY RESOURCES

Directions: *The two columns "percent of total collection" and "percent of total acquisitions" refer to the number of bound volumes - excluding bound periodicals and microfilms.*

<u>Area</u>	<u>Classification</u> <u>D.C.</u>	<u>L.C.</u>	<u>Percent of Total</u> <u>Collection</u>	<u>Percent of Total</u> <u>Acquisitions</u>
Humanities & General Works	000,100 200,400 700,800	A,B,M,N, P,Z	51.33%	55.10%
Social Sciences	300,900	C,D,E,F, G,H,J,K,L	32.39%	32.33%
Physical Sciences, including Mathematics	500,559	Q–QE	1.37%	.60%
Biomedical Sciences	560-599, 610-619	QH–QR R,S	2.24%	1.38%
Technology (Engineering)	600,609 620,699	T,U,V	12.67%	10.59%
Unclassified Materials	n/a			

FINANCIAL RESOURCES

Date Fiscal Year Ends June 30

Please refer to College and University Business Administration, current edition* for definitions of the categories used in this section. Audits of Colleges and Universities and Audits of Not-For-Profit Organizations, published by the American Institute of Certified Public Accountants may also be referred to as a supplemental source of definitions.

* Available from: National Association of College and University
Business Officers
One Dupont Circle, N.W.
Washington, D.C. 20036

1. Provide, with appropriate detail for the past three years, the following applicable supplementary schedules:
 - A. Summary of investments, with breakdown of unrestricted, temporarily restricted, and permanently restricted
 - B. Summary of property, plant, and equipment
 - C. Schedule of long-term debt, including terms and interest rates
 - D. Schedule of short-term debt, including terms and interest rates
 - E. Schedule of disbursements and/or dividends to stockholders or owners
 - F. A list of the names of the principal stockholders.
2. Provide information requested on the following two tables.

NOTES FOR THE NEXT PAGE

- * Percentage of Total Current Funds Revenues
- ** Excludes appropriations, gifts, grants, endowment, and sales and services for hospitals (not medical schools)
- *** Amounts relating to the hospital only. Medical school revenues should be reported on lines 2 through 14, as appropriate.

FINANCIAL RESOURCES FOR THE PERIOD JULY 1, 2005 – JUNE 30, 2008

	2006-07	2007-08	2008-09
1. A. SUMMARY OF INVESTMENTS			
Money Market Funds	429,880	527,776	513,240
Stocks	1,065,836	15,530	
Mutual Funds		878,616	990,322
Corp. Bonds	35,232	38,521	140,392
Government Bonds			55,691
TOTALS	1,530,948	1,460,443	1,699,645
Unrestricted	812,865	158,570	303,662
Temporarily Restricted	30,000	30,000	94,110
Permanently Restricted	688,083	1,271,873	1,301,873
TOTALS	1,530,948	1,460,443	1,699,645
1 B. SUMMARY OF PROPERTY, PLANT AND EQUIPMENT			
EQUIPMENT & FURNISHINGS	468,264	550,280	588,163
BUILDINGS	5,153,338	5,054,757	6,804,745
CIP		1,142,648	22,466
LAND	553,500	553,500	783,290
TOTALS	6,175,102	7,301,185	8,198,664
1. C. LONG-TERM DEBT			
Apple Lease, 3 years, Last Payment Fall 2010			25,154
Note Payable to Bank for Renovation and Housing Series 2005 R-1 bonds with 15 yr. maturity at a fixed rate of 4.4%, Series 2005 R-2 bonds and Series 2007 R-1 bonds with 20 year maturity at variable rates, 30day libor+150 bp and 30 day libor+110 bp, respectively.	1,985,598	3,156,226	2,866,408
Interest Rate Swap on \$670,420 of the Series 2005 bonds and on \$1,100,000 of the Series 2007 bonds with fixed rates of 4.98% and 5.17% respectively.		40,559	118,781
Turner Family Foundation Interest Free Loan for 20 years until repayment of bank note, then becomes a gift		500,000	500,000
TOTALS	1,985,598	3,696,785	3,510,343
1. D. SHORT-TERM DEBT			
Note Payable to Bank for Renovation & Housing; Portion of above notes due in next year	156,585	216,770	257,823
TOTALS	2,142,183	3,913,555	3,768,166

1. E. & F. NOT APPLICABLE

CURRENT FUNDS REVENUES BY SOURCE FOR THE PAST THREE YEARS

Source of Funds	Line	Year 2006-07 Amount	%	Year 2007-08 Amount	%	Year 2008-09 Amount	%
Tuition and Fees	1	3,693,092	72%	4,296,662	71%	4,692,763	81%
Government Appropriations**							
Federal	2						
State	3						
Local	4						
Government Grants & Contracts**							
Federal unrestricted	5						
Federal restricted	6	20,962	0%	20,208	0%	20,293	0%
State unrestricted	7						
State restricted	8	329,240	6%	70,000	1%	79,800	1%
Local unrestricted	9						
Local restricted	10	98,199	2%	82,715	1%	71,522	1%
Private Gifts, Grants and Contracts**							
Unrestricted	11	266,987	5%	281,922	5%	194,067	3%
Restricted	12	240,135	4%	995,572	16%	472,520	8%
Endowment Income**							
Unrestricted	13	143,815	3%	(143,966)	-2%	(135,528)	-2%
Restricted	14					(190,262)	-3%
Sales and Services**							
Educational Activities	15						
Auxiliary Enterprises	16	283,127	5%	376,044	6%	484,425	8%
Hospitals***	17						
Borrowed Funds	18						
Other Sources	19	133,226	2%	57,499	1%	44,403	1%
Independent Operations	20						
Total Current Funds		5,498,783		6,036,656		5,734,003	

CURRENT FUNDS EXPENDITURES AND TRANSFERS FOR THE PAST THREE YEARS

Function of Expenditures	Line	Year 2006-07 Amount	%	Year 2007-08 Amount	%	Year 2008-09 Amount	%
Education & General							
Instruction	1	2,287,355	51%	2,632,261	52%	2,728,474	50%
Research	2						
Academic Support	3	840,264	19%	883,867	17%	1,031,403	19%
Libraries	4						
Student Services	5						
Institutional Support	6	1,137,196	25%	1,247,712	24%	1,338,605	25%
Operation & Maintenance	7						
Scholarships & Fellowships	8						
From unrestricted funds	9						
From restricted funds	10						
Mandatory transfers	11						
Nonmandatory transfers	12						
Total Educ & Gen Expend & Transfers (Sum of lines 1-12)	13	4,264,815		4,763,840		5,098,482	
Auxiliary Enterprises							
Mandatory transfers	14						
Nonmandatory transfers	15	218,760	5%	331,658	7%	351,869	6%
Hospitals							
Mandatory transfers	16						
Nonmandatory transfers	17						
Independent Operations							
Mandatory transfers	18						
Nonmandatory transfers	19						
Other	20						
Total Current Funds Expend & Transfers (Sum of lines 13-20)		4,483,575		5,095,498		5,450,351	

PHYSICAL RESOURCES

List (for each campus location) all existing buildings used for instruction, housing, and student activities and all buildings under construction (indicate date of completion of construction in parenthesis). Do not list homes used exclusively for faculty or administrative residences. (If a building is used as a residence hall, indicate student housing capacity for each building.) List according to sites or campuses. Comment on the quality of each building, considering the following conditions:

1. General adequacy
2. Size
3. Fireproof quality
4. Present state of repair/construction

The Office of Facilities

General Adequacy

Watkins College of Art & Design operates and maintains three buildings:

Main Building

The main building houses the administrative offices, department offices for each of the five disciplines, special learning spaces for each discipline, gallery space, a café, a library and restrooms. This building is adequate to serve the needs of the institution's educational programs, support services, and mission-related activities for the current student population.

Residence Halls

Hawkins Hall is a three-story structure with four apartments per floor, completed in 2005. Each apartment has four bedrooms, two baths, a kitchen and a utility room with clothes washer and dryer. Maximum occupancy is forty-eight students.

Turner Hall was first occupied in August 2008. It is identical to Hawkins Hall, with a capacity of forty-eight students.

Size

Space Type	Square Feet
Administration	
Office Facilities	2073
Support Facilities	510
Community Education	
Office Facilities	497
Support Facilities	240
Film School	
Edit Facilities	3037
Film Set Facilities (Sound Stages)	3212
Office Facilities	620
Recording Facilities	1200
Support Facilities	1822
Fine Art	
Studio Facilities	10126

Office Facilities	400
General Use	
Café Facilities	800
Gallery Facilities	1125
Lecture/Theatre Facilities	5066
Library Facilities	2300
Mailroom Facilities	221
Office Facilities	250
Support Facilities	15606
Writing Lab Facilities	358
Graphic Design	
Computer Lab Facilities	1716
Office Facilities	300
Support Facilities	292
Interior Design	
CAD Facilities	650
Lecture/Drafting Facilities	1929
Office Facilities	300
Support Facilities	210
General Education	
Office Facilities	200
Photography	
Darkroom Facilities	1372
Lighting Studio Facilities	541
Office Facilities	400
Support Facilities	1077
Student Housing	
Present Facilities	32000
Total	
All Facilities	90450

Fireproof Quality

Main Building

The building is built of masonry and has a sprinkler system throughout. The walls, ceilings, and doors all have specific fire ratings. Smoke detectors, horn/strobes and fire alarm pull stations are all tied to a central alarm panel that is monitored by a contracted monitoring company. The sprinkler systems and alarm systems are inspected annually.

Hawkins Hall

This residence hall was completed in 2005 compliant to current fire safety codes. There is a sprinkler system throughout, smoke detectors, and a pull station on each floor in the breezeway as well as horn/strobe alarms. There is a central fire alarm control panel that is monitored by a contracted monitoring company. The sprinkler systems and alarm systems are inspected annually.

Turner Hall (under construction)

Completed in August 2008, this residence hall is identical in construction and housing arrangements to Hawkins Hall.

Present State of Repair/Construction

An independent company appraised the main building in 2003 and at that time the appraisers wrote: "The recent renovations of the subject property are such that the property is basically similar in nature to a newer facility. Complete overhaul of interior components, significant exterior upgrades, and redesigning of the interior layout have significantly altered the nature and age of the subject property. The resulting conclusion is that as renovated, the building offers an effective age of 1 year,

being renovated in 2002. The expected economic life of an institutional use is 50 years, resulting in a depreciation of 2% (1 year/50 years = 2%)".
Hawkins Hall was constructed in 2005, and Turner Hall was completed in August 2008.

PART B

DOCUMENTATION OF COMPLIANCE

CORE REQUIREMENTS 2.1-2.11
COMPREHENSIVE STANDARDS 3.3.1, 3.5.1, and 3.7.1
FEDERAL REQUIREMENTS 4.1-4.7

An institution seeking membership with the Commission on Colleges must document its compliance with Core Requirements 2.1-2.11, Comprehensive Standards 3.3.1, 3.5.1, and 3.7.1, and Federal Requirements 4.1-4.7 of the *Principles of Accreditation*. Please note that applicants do not address Core Requirement 2.12. All documentation must be included as part of the completed Application Form and sent to the Commission office.

Core Requirement 2.1

The institution has degree-granting authority from the appropriate government agency or agencies. (**Degree-Granting Authority**)

Minimum Documentation Required

A copy of the charter or letter of authorization from the appropriate agency/organization indicating that the institution may award degrees and specifying which degrees may be awarded.

CORE REQUIREMENT 2.1

Watkins College of Art & Design is in compliance with **Core Requirement 2.1 (Degree-Granting Authority)**.

Watkins College of Art & Design is held in trust by the State of Tennessee. A state commission fulfills the state's role as trustee. Created by the Tennessee General Assembly (Section 49-50-701 of *Tennessee Code Annotated*, see Appendix 2.1-1), the Watkins Institute Commission is composed of three commissioners appointed by the Governor of Tennessee. While representing the state's oversight and statutory interest in the institution, the commissioners also serve as members of the Board of Trustees. The Board of Trustees, created when Watkins was established under the laws of Tennessee as a non-profit corporation in 1974, forms the current governing board of the institution, and includes the three state commissioners (see Appendix 2.1-2).

The Watkins Institute Commission and the Board of Trustees served as the sole authorities for approving educational programs at Watkins prior to 1977. From 1885 until 1977, Watkins served primarily as a continuing education community resource and did not offer higher education degree programs.

The Tennessee Higher Education Commission was created in 1967 by the Tennessee General Assembly (TCA 49-7-202) for the purpose of coordinating and supporting the efforts of post-secondary institutions in the State of Tennessee. In 1977, the Watkins Board of Trustees petitioned the Tennessee Higher Education Commission (THEC) for approval to offer associate degrees. With THEC's subsequent approval and with ongoing oversight by the Watkins Institute Commission and the Board of Trustees, Watkins College of Art & Design has been a state-approved degree granting institution for more than twenty-five years (See Appendix 2.1-3).

In recent years THEC authorized Watkins College of Art & Design to offer the following programs:

Film

- Associate of Fine Arts (66 semester hours)
- Bachelor of Fine Arts (120 semester hours)
- Certificate in Film – Cinematography (42 semester hours)
- Certificate in Film – Directing (42 semester hours)
- Certificate in Film – Editing (42 semester hours)
- Certificate in Film – General (42 semester hours)
- Certificate in Film – Producing (42 semester hours)
- Certificate in Film – Screenwriting (42 semester hours)

Interior Design

- Associate of Fine Arts (84 semester hours)
- Bachelor of Fine Arts (126 semester hours)

Photography

- Associate of Fine Arts (66 semester hours)
- Bachelor of Fine Arts (120 semester hours)
- Certificate in Photography (45 semester hours)

Graphic Design

- Associate of Fine Arts (66 semester hours)
- Bachelor of Fine Arts (120 semester hours)
- Certificate in Graphic Design (36 semester hours)

Fine Art

Associate of Fine Arts (66 semester hours)
Bachelor of Fine Arts (120 semester hours)
Certificate of Fine Arts (36 semester hours)

On August 28, 2002, Watkins College of Art & Design was granted exemption status by THEC that allows the institution to operate its post-secondary degree programs without annual direct oversight, fee payments, and reporting to the Commission (see Appendix 2.1-4). The exemption is based on the College's having met the following conditions:

- The primary campus has been domiciled in the state of Tennessee for at least ten years.
- The institution has been accredited for at least ten years by an accrediting agency that is recognized by the U. S. Department of Education.
- The institution has been chartered as a not-for-profit organization in Tennessee for at least ten consecutive years.
- The institution has met and maintained the financial stability standards established by the Commission.

As an exempt institution, Watkins College of Art & Design may still be subject to annual review of the exemption status to ensure that all conditions are met in accordance with state law. It is the responsibility of the institution to contact the Division of Postsecondary School Authorization of the Commission if there is any change in status.

Watkins College of Art & Design is also accredited by The National Association of Schools of Art and Design (NASAD) (see Appendix 2.1-5). The Interior Design Program is additionally accredited by the Council for Interior Design Accreditation (CIDA, formerly FIDER; see Appendix 2.1-6).

Following this page are additional documents:

- A copy of *Tennessee Code Annotated*, Section 49-50-701, which establishes Watkins Institute (Appendix 2.1-1)
- *State of Tennessee Charter of Incorporation of Trustees of Watkins Institute*, April 25, 1974 (Appendix 2.1-2)
- Several letters from the Tennessee Higher Education Commission (THEC) authorizing the WCAD degree programs (Appendix 2.1-3)
- A copy of the THEC Letter of Exemption (Appendix 2.1-4)
- A copy of the most recent letter from the National Association of Schools of Art and Design (NASAD) indicating WCAD accreditation status (Appendix 2.1-5)
- A copy of the most recent letter from the Foundation for Interior Design Research (FIDER, now the Council for Interior Design Accreditation – CIDA) indicating WCAD Interior Design program accreditation status (Appendix 2.1-6)

Core Requirement 2.2

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

Minimum Documentation Required

1. A list of board members including the following:
 - (a) their names, addresses, places of employment, term(s) of office and compensation (if any) for board service
 - (b) designation of which board members, if any, are employees of the institution
 - (c) designation of which board members have any contractual or personal or familial financial interest in the institution
2. A copy of the articles of incorporation (if applicable) and a copy of the bylaws.
3. Board rules and policies.
4. Minutes of board meetings for the past two years providing evidence that the governing board is an active policy-making body.

CORE REQUIREMENT 2.2

Watkins College of Art & Design is in compliance with **Core Requirement 2.2 (Governing Board)**.

Watkins College of Art & Design is a unique institution in many ways including its governance structure. While it is as an independent, private, not-for-profit, 501c3 institution, Watkins is held in trust by the State of Tennessee, in keeping with the wishes and the last will and testament of its founder, Samuel Watkins. A state commission fulfills the state's role as trustee. Created by the Tennessee General Assembly (Section 49-50-701 of *Tennessee Code Annotated*), the Watkins Institute Commission is composed of three commissioners appointed by the Governor of Tennessee. Since the establishment of the institution in 1885, thirty-four distinguished citizens of Tennessee have served terms on the three-person Watkins Commission.

While representing the state's oversight and statutory interest in the institution, the commissioners also serve as members of the Board of Trustees. The Board of Trustees, created when Watkins was established under the laws of Tennessee as a non-profit corporation in 1974, forms the governing board for the institution. The membership of the Board of Trustees is described in *Trustees of Watkins Institute By-Laws* as follows:

The Corporation shall be governed by a Board of Trustees of not less than twenty-five (25) nor more than forty (40) persons in addition to any Trustees Emeriti. The Board of Trustees shall include the Chair, the Vice Chair, and the three (3) Commissioners of Watkins Institute The Governor, the Attorney General, and the President of Watkins College of Art & Design shall be *ex officio* members of the Board . . .

The three commissioners serve four year terms "and until the appointment and qualification of their successors, and they may succeed themselves in office." Traditionally, many commissioners have served multiple terms. In most respects, commissioners have no more power than any other member of the Board of Trustees. However, it is important to note that while all new members of the Board of Trustees are elected by a majority vote of existing members of the Board, all candidates for election to the Board must first be approved by the three commissioners. (*Trustees of Watkins Institute By Laws*, Article III, Section 2)

Members of the Board of Trustees who are not commissioners serve three-year terms "and until their successors are elected, and they may succeed themselves in office." The powers and duties of the Board of Trustees (including the commissioners) are described in Article III, Section 4 of *Trustees of Watkins Institute By Laws*:

The affairs of the Corporation shall be managed by the Board of Trustees with the duty of improving the ability of Watkins Institute through Watkins College of Art & Design to serve the community at large. The Board of Trustees shall perform all duties and functions ordinarily and customarily performed by trustees of educational institutions. The Trustees shall perform such duties and functions in compliance with Samuel Watkins' Will and Applicable Law. The Board of Trustees specifically establishes, approves, evaluates, and from time to time amends the institution's official mission statement. In addition, the Board is responsible for the fiscal stability and well-being of the institution and approves all institutional policy, including policies and by-laws of related or affiliated entities and auxiliary services, including but not limited to the community support organization known as Friends of Watkins, the College faculty senate, the student forum, and any other staff, faculty, or student groups affiliated with Watkins, using Watkins' facilities, or using any form of the name of the College. While the Board of Trustees functions as the policy-making authority for Watkins College of Art & Design, it recognizes and supports the college

administration and faculty as the appropriate agents for implementing policy and operating the institution on a day-to-day basis.

The *By-Laws* also recognize the institution's unique relationship to the State and address the important distinctions that exist among the institution, the State, and the Board:

Reflecting the unique trusteeship with the State of Tennessee, the Board of Trustees acknowledges its reporting and other responsibilities to the State as well as the State's responsibilities to the Institute. While mindful of the specific provisions of the trusteeship, the Board of Trustees has primary responsibility for the operating policies of the Institute and College, and takes special care to protect the corporation and the educational institution from undue influence or interference by political or other external bodies. (Article II, Section 4)

The full Board of Trustees, in keeping with its by-laws, meets regularly each year in September, November, February, April, and June. A quorum is defined as not less than one-third of the full membership. Regular minutes of meetings are maintained and approved in subsequent meetings by the full Board. All board members, including the three commissioners, serve without compensation. Other than the college president who is an *ex officio* member of the Board, no Board member has a contractual, employment, or personal or familial financial interest in the Institute or the College. Conflicts of interests are defined and specifically prohibited in Article XII of the Board's by-laws. Board members annually sign and file a conflict-of-interest form that reveals any real or potential conflict. While all Board members are encouraged to contribute to the institution's fundraising efforts in keeping with their abilities to do so, and are especially encouraged to join the "Samuel Watkins Society", a voluntary fundraising program created by the institutional development office, there are no contribution requirements for Board members.

As noted earlier, the Governor of Tennessee and the State Senate of Tennessee, pursuant to the provisions of the Will of Samuel Watkins, appoint the Commissioners according to Title 49, Section 50-701 of the Tennessee Code, and as part of their statutory duties, Commissioners may "sell or exchange any real or personal property belonging to the institute or held in trust by the state of Tennessee for the institute, and may construct or lease property as needed for the purpose of the institute."

In a letter written by the three current Commissioners to the Commission on Colleges in order to address concerns about this unique feature of the college's governance structure, they declare that,

"We have at all times exercised this authority acting through the institution's Board of Trustees and have never substituted our judgment for that of the Board. At no time in the experience of any of us have we taken individually or collectively any action concerning the Institute's property independent of the Board of Trustees. Nor, to our knowledge, have any of our predecessors taken such action.

We would do so only in rare and unusual circumstances. Nothing has come to our attention that would indicate a set of circumstances, which might make it appropriate for us to take such extraordinary action. It is, in fact, difficult for us to foresee any circumstances under which we would choose to exercise this residual authority." (A copy of this letter is attached as Appendix 2.2-6).

When the initial bequest by Samuel Watkins was approved by the state, a state commission was established to carry out the duties of the trustees. Thus, the members of the state commission (the three Commissioners) were given the power to sell or exchange property. All of this occurred before the Board of Trustees was established and incorporated in 1974 as a non-profit corporation under the laws of Tennessee. Once that subsequently occurred, all decisions regarding the institution have been vested in the Board of Trustees. Nevertheless, the state's interests in the institution continue to

be represented by the Commissioners and they still may sell or exchange property – *but they would only do so with the approval of the Board of Trustees.*

The Commissioners represent the interests of the state, but they do not act independently from the will of the trustees in the non-profit corporation. The by-laws clearly establish the Board of Trustees as the governing board of the institution; this is not a point of dispute.

The by-laws are clear:

“The business of Watkins Institute shall be carried on at office and locations determined by the Board of Trustees”

“The Corporation shall be governed by a Board of Trustees of not less than twenty-five nor more than forty persons in addition to the Chair, the Vice-Chair, and the three Commissioners....”

“The affairs of the Corporation shall be managed by the Board of Trustees....”

“The Board of Trustees shall perform all duties and functions ordinarily and customarily performed by trustees of educational institutions. The trustees shall perform such duties and functions in compliance with Samuel Watkins’ Will and Applicable Law. The Board of Trustees specifically establishes, approves, evaluates, and from time to time amends the institution’s official mission statement. In addition, the Board is responsible for the fiscal stability and well-being of the institution and approves all institutional policy, including policies and by-laws of related or affiliated entities....”

Watkins Institute sold its original property in the middle of the city of Nashville in the 1990s and purchased its current campus in 2002. Both of these property decisions were authorized and approved by the Board of Trustees and carried out by the Commissioners. But the Commissioners did not make those decisions without the approval of the Board of Trustees. The power of the Commissioners is limited by the by-laws to the approval of candidates for election to the Board of Trustees and the approval of amendments to the by-laws. However, they cannot independently approve amendments to the by-laws. They do not have any other independent power other than that provided by the current laws.

A review and example of the minutes of Board meetings from 2004-2005 through 2006-2007 provides additional confirmation that the Board fully exercises its responsibilities in policy making and institutional oversight. Below are some highlights of Board actions at meetings during this period:

- June 1, 2004: approved the Finance Committee Report, the proposed budget for 2004-2005, and standing committee appointments for 2004-2005.
- September 7, 2004: approved a motion to move forward with the construction of the College’s first student housing unit and to give the Executive Committee authorization to carry out the project, approved a corporate resolution relating to the institution’s legal relationship to SunTrust Bank, amended a policy regarding tuition waivers for faculty and staff, and approved a policy to adopt the IRS rate for reimbursement for automobile mileage for staff.
- November 2, 2004: approved a resolution to accept the annual audit report as recommended by the Finance Committee, approved formal guidelines for Faculty Rank and Promotion as recommended by the Educational Affairs Committee, and approved a revision in the institutional Mission Statement.

- February 1, 2005: approved special capital funding to renovate the marquee sign at the front of the property, approved two corporate resolutions authorizing the president and the vice president for finance and administration to make certain changes in the institution's capital funds so as to achieve a greater rate of return, and approved new policies for College exhibitions.
- June 28, 2005: approved the institutional budget for 2005-2006 based on the recommendation of the Finance Committee.
- November 1, 2005: approved a revised budget proposal from the Finance Committee for 2005-2006, and approved a major revision of *Board of Trustees By-Laws* and the *Watkins College of Art & Design Operations Policies and Guidelines Manual*, each containing significant changes, updates, amendments, and new policies.
- June 27, 2006: approved the institutional budget for 2006-2007 as recommended by the Finance Committee, and approved a new institutional mission statement.
- June 26, 2007: approved the budget for 2007-2008 which included salary raises, an increase in scholarship funding, and funding for new staff and faculty positions, approved new campus security measures, and approved a new institutional policy on intellectual property.
- September 28, 2007: acknowledged a \$500,000 gift from the Turner Foundation, approved plans for the construction of a second student housing building, approved an amendment to the By-Laws to clarify the process for selecting the president of the college, endorsed the institutional mission statement.
- November 30, 2007: acknowledged receipt of the annual audit by Crosslin, Vaden, and Associates, and authorized some additional landscaping improvements for the campus.

Appendix 2.2-5 provides minutes of the meetings of the Board of Trustees for the academic year 2008-2009. Minutes from prior years are on file at the institution.

While major decisions are approved by the entire Board, there is a substantial committee structure. Article X of the Board by-laws creates six standing committees as follows: Executive Committee, Educational Affairs Committee, Development Committee, Finance Committee, Facilities Committee, and the Membership and Board Operations Commission. This section of the by-laws also prescribes the precise membership requirements of each committee, its charge and responsibilities, and its annual meeting times. Appropriate key members of the College administration serve as *ex officio* members of each committee.

No minority of Board members or any outside organization controls the Board of Trustees. While the Executive Committee is empowered between meetings of the full Board to carry out the duties of the Board, the committee is strictly limited by the *By-Laws* so that "unless specifically empowered by the Board to do so, it may not take any action inconsistent with a prior act of the Board of Trustees, award degrees, alter the By-Laws, or take any action which has been reserved by the Board." (Article X, Section 6). In addition, the *By-Laws* specify that the minutes for each meeting of the Executive Committee must be distributed to all members of the full Board. (Article X, Section 6).

Following this page are additional documents:

- A List of the Commissioners and Board of Trustees with Brief Biographical Information. (Appendix 2.2-1)
- A copy of *Tennessee Code Annotated*, Section 49-50-701, which established Watkins Institute and the Trust with the State of Tennessee. (Appendix 2.2-2)
- *State of Tennessee Charter of Incorporation of Trustees of Watkins Institute*, April 25, 1974 (the charter of the non-profit corporation). (Appendix 2.2-3)
- *Trustees of Watkins Institute By-Laws*, 2008. (Appendix 2.2-4)
- *Minutes of the Meetings of the Watkins College of Art & Design Board of Trustees*, Academic Year 2008-2009. (Appendix 2.2-5)
- *A Letter from the Commissioners*. (Appendix 2.2-6).

Core Requirement 2.3

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

Minimum Documentation Required

1. Name of the chief executive officer and his/her title.
2. A position description for the chief executive officer defining specific duties and responsibilities.
3. A list of other employment duties/responsibilities, if any, of the CEO, both external and internal to the institution (such as chief executive officer of the system or head of another institution/school).
4. Administrative policy manual.

CORE REQUIREMENT 2.3

Watkins College of Art & Design is in compliance with **Core Requirement 2.3 (Chief Executive Officer)**.

Ellen L Meyer is the president and chief executive officer of Watkins College of Art & Design. She joined the institution August 1, 2008. The chief executive officer of the College is appointed by the Board of Trustees (*Trustees of Watkins Institute By-Laws*, Article VI, Section 1; see Appendix 2.2-4). The presiding officer of the Board of Trustees is the Board Chair, elected by the Trustees. The president of the College is an *ex officio*, non-voting member of the Board of Trustees and reports directly to the Board. The president's powers and duties are outlined in Article VIII of the *By-Laws*:

The President shall, as educational and administrative head of the College, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed to meet its policy-making and supervisory responsibilities. The President shall have power, on behalf of the Trustees, to perform all acts and execute all documents to make effective the actions of the Board or its Executive Committee. Except as otherwise provided in these By-Laws, the President shall be an *ex officio* member of all committees of the Board without the power to vote. The President will work closely with the Finance Committee to see that the Board is regularly informed of the financial status of the College and to see that the Board is presented in its annual June meeting with a financial report for the current year and a budget proposal for the forthcoming year.

Under the institution's organizational design, three vice presidents, a director, and an executive assistant report directly to the president. A copy of the organizational chart is attached (see Part A). The president also chairs the President's Council composed of the four senior administrators who report to her; this committee meets weekly to address the major issues and challenges in all areas of institutional operations. The president signs major institutional contracts and co-signs with the vice president for finance and administration all checks, bank drafts, and other major financial documents. She participates in all phases of budgetary planning each year, including budget hearings before the vice president for finance and administration for all academic and non-academic units. She participates in the deliberations with all senior administrators regarding salaries and approves their recommendations to the vice president for finance and administration. In addition, she is responsible for the overall process for preparation and updating of the institutional strategic plan and its presentation annually to the Board of Trustees.

The Board looks to the president to maintain regular contact with the Board chair and the Board executive committee, to manage successfully the day-to-day operations of the College, to bring to the Board's attention policy issues requiring their deliberation and approval, and to provide the overall leadership that will keep the institution on a course toward maintaining a regionally and nationally recognized quality-centered college in the visual arts.

While the Board of Trustees approves all major institutional policies, the president maintains the policy manual and sees that it is available electronically to all faculty, staff, and members of the Board of Trustees (see Appendix 2.3-1, *Watkins College of Art & Design Operational Policies and Guidelines Manual*).

Finally, the president is singularly responsible for all public statements made in the name of the College, and has been charged by the Board of Trustees with establishing and maintaining a public presence in the mid-state community as an academic spokesperson and leader in civic affairs.

A biographical summary and curriculum vitae for the President are available in Appendix 2.3-2.

Following this page are additional documents:

- *Operational Policies and Guidelines Manual for Watkins College of Art & Design* dated 2009 (Appendix 2.3-1)
- Ellen L Meyer, President of Watkins College of Art & Design, Biography and Curriculum Vitae (Appendix 2.3-2)

Core Requirement 2.4

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

(Institutional Mission)

Minimum Documentation Required

1. A copy of the institution's mission statement as it appears in the catalog and other institutional documents.
2. A description of how it was developed and approved and how it is reviewed.
3. A list of institutional publications where the mission statement is described.

CORE REQUIREMENT 2.4

Watkins College of Art & Design is in compliance with **Core Requirement 2.4 (Institutional Mission)**.

The current mission of Watkins College of Art & Design grew out of combining its historical legacy centering on preparing students for “the business of life” with three more recent developments: first, a decision made in 1990 by the Board of Trustees and the college administrative leadership to focus the institution exclusively on quality programs in visual arts--academic areas not well served among higher education institutions in the mid-south region; second, the contemporary values of faculty and staff who have served and continue to serve the institution in recent years, as expressed in their Statement of Values and Commitments (see Appendix 2.4-1); and, third, a decision to create an educational environment that is learning-centered and student-centered (see Appendix 2.4-2).

The historical legacy, originating from the last will and testament of the institution’s founder Samuel Watkins and flourishing through today, is one of commitment to unique and quality educational service that enables students at the college today to succeed in careers as successful artists, designers, photographers, and filmmakers. The focus on visual arts represents a decision by the college leadership that there is a need in this region of the nation to provide academic programs that produce studio-trained, practicing artists, designers, photographers, and filmmakers who will contribute positively to their communities. The commitments to a particular set of values, to an emphasis on learning, and to extraordinary service to students reflects the intent of the Board, staff, and faculty to create, maintain, and constantly improve a quality-based, learning-centered environment that is small, supportive, creative, and cooperative, that recognizes the unique and distinctive qualities of each student who joins the Watkins community, and that celebrates the skills and knowledge its graduates demonstrate in successful lives as artists, designers, and filmmakers or in related professions.

In keeping with these values and commitments, a committee was established in 2005-2006 to revisit the institutional mission and to recommend any changes. Faculty, both full-time and adjunct, from all academic departments and the general education program were nominated by the Faculty Senate and appointed to the committee by the president. Several staff members were also appointed. The committee determined to create a mission statement that reflected the commitments of faculty and staff to provide a quality academic and studio-based program in the visual arts, that focused on measurable and appropriate learning outcomes for any undergraduate college and especially a college of art and design, and learning outcomes that would serve as overarching learning goals for mission statements in the general education program and each academic program as well as learning outcome goals for each individual course in their curricula. After long and careful deliberations, the committee produced and circulated, to the entire faculty and staff, a proposed new mission statement. After receiving feedback from faculty and staff, the committee finalized their proposal. The new mission statement was presented to the Board of Trustees in April of 2006. After lengthy discussion, the Board approved the statement unanimously. The new mission statement follows:

Mission of Watkins College of Art & Design

Watkins College of Art & Design offers a studio-based curriculum, supported by a strong academic foundation. The faculty and staff are committed to a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill into an active realization of creative potential.

The mission represents a commitment by the Watkins academic community of students, faculty, and staff to these goals:

Learning-Centered Environment — The focus of the institution is on educational outcomes. Based on ongoing assessment of student learning, the institution is dedicated to improving programs, curricula, and instruction.

Engage the Mind — Watkins students demonstrate critical, analytical thinking skills. The General Education program and the five academic major programs combine to enable and enhance every student's ability to think critically and analytically.

Train the Eye — Watkins students understand and can apply the basic fundamentals and principles of the visual arts. The arts foundation component of the General Education program and the five academic major programs combine to insure that every student demonstrates proficiency in basic visual arts concepts and applications.

Cultivate Talent and Skill into an Active Realization of Creative Potential — Students who graduate from Watkins College are prepared to lead productive lives as artists, designers, or filmmakers.

The Mission Statement appears in the college catalogue, on the college website, in the Faculty Handbook, in the Student Handbook, in the Strategic Plan and on all documents and news releases sent out by the Director of External Affairs. In addition, the mission statement appears on the wall at the main entrance to the academic building.

The Mission Statement is approved annually by the Board of Trustees. The most recent approval vote was cast on September 24, 2009.

Following this page are other documents:

- *Statement of Values and Commitments* (Appendix 2.4-1)
- *Commitments to a Learning-Centered and Student-Centered Environment* (Appendix 2.4-2)

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

(Institutional Effectiveness)

Narratives certifying compliance with Comprehensive Standard 3.3.1 and with Comprehensive Standard 3.5.1, which are normally provided along with Core Requirement 2.5 in the Application, can be found in their appropriate numerical sequence among the other Comprehensive Standards in Section 3 of this document.

Minimum Documentation Required

1. A description of the institutional planning and evaluation processes, including an explanation of how all units of the institution are integrated into planning and how the planning and evaluation processes intersect with the budgeting process.
2. Evidence demonstrating that the planning and evaluation processes result in continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its mission.
3. A description of the research component, which supports the planning and evaluation processes.
4. Identification of who is responsible for ensuring that the planning and evaluation processes function systematically.
5. Provision of a time line by which the processes function.
6. A copy of the institution's master (or strategic) plan, including a statement of its institutional goals and an indication of how the plan relates specifically to the purpose of the institution.
7. A copy of the plan for the upkeep of property; the comprehensive safety plan; the current facilities master plan; and the financial plan.
8. A copy of goals and objectives for all units of the institution identifying student learning outcomes for educational programs and expected outcomes for administrative and educational support units. Evidence of assessment of achievement of goals and objectives and learning outcomes and identification of how the results of assessment have been used for improvement of each program or unit.
9. A copy of competencies for the general education component (or core), indication of assessment means, and evidence that the assessment results have been used for improvement.

CORE REQUIREMENT 2.5

Watkins College of Art & Design is in compliance with **Core Requirement 2.5 (Institutional Effectiveness)**.

Summary of the Assessment and Planning Process

Watkins College of Art & Design has an extensive, integrated and data based process that annually addresses institutional mission, goals, learning and operational outcomes, and ultimately institutional quality and effectiveness. The Board of Trustees and all academic and non-academic units participate in this process. The process follows the annual Institutional Effectiveness Calendar (see Appendix 2.5-1) which includes a yearly review of the mission statement, an annual review, evaluation, and updating of the five-year strategic plan, and similar annual reviews of plans in each academic and non-academic unit throughout the institution which individually feature unit-specific goals, assessment measures, and actions for improvement – all designed to focus the institution on overall quality and continuous efforts to improve.

The process begins at the Board level in each new fiscal year when trustees review and amend as they wish the mission, strategic and budget plans for the next fiscal year and the four years thereafter. This process is followed in early fall with a review by all academic programs and administrative units of any changes in mission, strategic goals/objectives/benchmarks, and annual budget that were made by the Board. Next, assessment data are gathered continuously throughout the academic year by all academic programs and administrative units as they address quality-based goals and mission accomplishments. Assessment reports are compiled in late spring with concurrent budgetary planning at all levels for the forthcoming year. Assessment data are used to measure progress toward meeting mission and goals and for directing energy, resources, personnel, and programs toward improvement at all levels in the next and subsequent academic years. Program and unit reports are then used with other institution-wide assessment data to measure the institution's overall progress toward quality, to evaluate success in meeting goals, objectives, and benchmarks in the strategic plan, and to update the strategic plan and institutional budget for the forthcoming five-years. These planning documents are then presented to the Board in the next fiscal year for whatever adjustments Board members wish to make. Thus, the process continues. Overall, the intent of this system is to reflect and implement the College's commitment to provide the highest quality, student-centered, learning-centered visual arts education environment possible.

Evaluation of the Institutional Mission

The Board of Trustees establishes and approves the mission of the College in collaboration with faculty and staff. Trustees review the mission annually and approve any changes in the mission statement at the beginning of each academic year. As detailed in section 2.4 of this report, the mission statement was most recently revised during the 2005-2006 academic year. A task force of members nominated by the Faculty Senate and appointed by the President spent a year studying the mission statement. The task force based its efforts on reviews of the institution's historical legacy of service, a statement of values and commitments prepared by the faculty and staff in 2003, the institution's commitment to quality educational programs in the visual arts, and extensive and detailed operational definitions of learning-centered and student-centered institutions. With all of these factors in mind, the task force focused on revising the mission statement so that it more clearly reflected the faculty and staff's commitments to a quality academic and studio-based program in the visual arts, measurable and appropriate learning outcomes for any undergraduate college and especially a college of art, design, and film, and learning outcomes that would serve as over-arching learning goals for sub-set mission statements in the general education program and each academic program as well as learning outcome goals for each individual course in their curricula. After long and careful deliberations the task force produced and circulated to the faculty and staff a proposed new mission statement. After receiving feedback, the committee finalized its proposal. The new (and current) mission statement was presented to and unanimously approved by

the Board of Trustees in April of 2006 (see Appendix 2.5-2). The mission statement was reviewed and approved without further changes by the Board at the start of the 2006-2007, 2007-2008, 2008-2009, and 2009-2010 academic years. In keeping with the annual Institutional Effectiveness Calendar, the mission statement will next be reviewed by the Board at the beginning of the 2010-2011 academic year.

The Institutional Strategic Plan

The institutional mission statement drives the institutional strategic plan. Watkins has operated from a strategic plan at least since the early 1990s. The first strategic plan (then called a “master plan”) that covered a span of five years and that included goals, objectives for achieving the goals, and a timeline for evaluating success was prepared and approved by the Board of Trustees in the spring of 2001. Beginning in 2003, five-year master plans began to be revised annually and updated so that they were uniformly extended out through the fifth year. The first fully developed, data based, integrated strategic plan was developed and approved by the Board for 2005 through 2010. That plan focused on institutional history and legacy, mission and vision, extensive research on institutional opportunities and challenges, planning assumptions, and, finally, major institutional goals, strategic objectives, and benchmarks for measuring progress. Since that time, the strategic plan has included all of these elements and – in keeping with the annual Institutional Effectiveness Calendar – is updated each year based on institution-wide assessment processes with particular focus on progress toward meeting institutional goals. Each year’s updated and revised strategic plan is reviewed and approved by the Board of Trustees at the beginning of each new academic year. Appendix 2.5-3 presents the most recently approved strategic plan: *Strategic Plan 2009-2010 to 2013-2014*.

Important updating and revision of the Strategic Plan is done annually and based on current opportunities and challenges, current planning assumptions, and the previous-year’s assessments of benchmarks representing progress, effectiveness, and improvement toward quality-based goals.

The Mission Statement represents the commitment of the Board of Trustees, faculty and staff to create, assess, and improve as necessary a learning-centered environment that challenges students to engage the mind, train the eye and cultivate talent and skill into an active realization of creative potential. The strategic plan is a complementary, comprehensive, research-based “blueprint” designed to direct the day-to-day and year-to-year actions of the institution toward specific operational goals that will insure that the College accomplishes its mission. Therefore, the current strategic plan has four primary goals, summarized below:

1. Maintain an institution-wide commitment to institutional effectiveness with on-going planning, evaluation, and improvement.
2. Maintain an institution that is financially healthy and stable.
3. Maintain outstanding academic programs, services, and outreach that are continuously evaluated and improved.
4. Maintain efficient and sufficient operational, organizational, and physical resources that are continuously evaluated and improved.

These goals are based on real-world study and analysis of the opportunities and challenges the institution faces as it works continuously to meet its mission through careful planning, assessment, and improvement. The goals are also results-based and prescribe evaluation of every operational area of the College. To provide further guidance as a strategic plan, the goals have been expanded to create objectives and benchmarks—designed to guide the development and improvement of the College over the forthcoming five years. Assessment, whether or not these goals are all achieved in full by meeting all the benchmarks, is ongoing and catalogued in each subsequent strategic plan as informed by annual unit institutional effectiveness reports, which relate unit goals directly to the relevant goals, objectives, and benchmarks from the plan.

The systematic process described above produces an annual dynamic, living, and relevant strategic plan geared toward quality and improvement and based on a decision-making process linked directly to assessment data. It insures that all administrative and academic units regularly and systematically pursue goals and objectives with appropriate assessment measures, with continuous improvement as their focus, and that all efforts of the institution at every level focus on a universally understood and learning-centered mission and a universal commitment to quality.

Time Line for Assessment and Planning

Although the timeline for assessment and planning is continuous, it may be detailed by examining the process in one academic year. It begins in early fall with an institution-wide review of any changes approved by the Board of Trustees in the institution mission-statement and the updated strategic plan, and of any changes in the budget plan. If there are such changes, this may require immediate revisions in unit goals and objectives for the coming academic year so that all efforts at all levels are aligned with the current institutional mission and strategic plan.

As the fall semester comes to a close and then continuing through May, formal evaluations are employed and data gathered so that reports can be generated. Analysis of this data then forms the basis for the assessment and planning formalized in each unit's institutional effectiveness report. These reports are submitted and compiled to form the institution's comprehensive report. Analysis of this document then informs the production of the new, updated five-year strategic plan, which is then submitted to the Board of Trustees for review and approval at the beginning of the next academic year.

Once the Board of Trustees reviews and approves the standing mission statement and the updated five-year strategic plan (and makes any revisions it wishes), the process begins anew in September, thus completing a one-year cycle in the continuous process.

In general this process works well. The current mission statement effectively represents the educational intent of the Board of Trustees, the faculty, and staff. The strategic plan provides the institution with an excellent analysis of the environment in which it operates, sets forth reasonable goals, objectives, and benchmarks clearly linked to the institutional mission and to quality, and provides a basis for ongoing and future planning and improvement. The Strategic Plan (included as Appendix 2.5-3) provides meaningful and significant examples of quality improvement based on planning and assessment, and demonstrates how planning and assessment lead to data-based decisions for improvement as each year's strategic plan is updated — from planning assumptions, external opportunities and challenges, and internal opportunities and challenges to goals, objectives, and benchmarks.

Assessment and Planning at the Academic Program and Administrative Unit Level

While the mission and strategic plan are key elements in the institution's overall efforts toward excellence, the heart of the integrated assessment and improvement process is found at the unit level where academic programs and administrative units measure their effectiveness in support of the institutional mission and goals. Each program and unit has its own mission, which is correlated to the institutional mission. Academic programs focus on learning outcomes assessments with portfolio reviews, "gateway" reviews, project reviews, senior thesis presentations and reviews, testing, and other course-specific learning outcomes measurements. Other assessments relating in part to academic programs include annual all-student surveys, alumni surveys, evaluations by employers and intern supervisors, and student evaluations of all courses and instructors. Administrative units also use data from some of these instruments, such as the all-student and alumni surveys. In addition, administrative units use mission-specific assessment measures to focus on their success in support of their individual mission and the mission of the institution. Goals in program and unit plans are usually linked directly to institutional goals in the strategic plan. Plans showing goals, assessment measurement instruments, assessment data, and the use of data for improvements for all academic programs and all administrative units are presented in detail in Section CS 3.3.1.

In addition to the assessments discussed above, all faculty and staff are evaluated by their colleagues and associates. Adjunct and full-time faculty are evaluated in writing annually by department chairs. The academic vice president and dean of the faculty review these evaluations. Academic program chairs are evaluated annually in writing by the vice president for academic affairs. Staff members are evaluated by their supervisors. Unit heads and in some cases all staff members (in smaller units) are evaluated by the appropriate vice president. Vice presidents are evaluated annually in writing by their subordinates and by the president. The president is evaluated annually by the Board of Trustees. Every faculty and staff member receives a copy each year of his or her evaluation.

Assessment data are used in the spring of each year at the academic program and administrative unit level to measure effectiveness in meeting goals and to set new or revised goals for the forthcoming year. Concurrently, budget hearings are held for all programs and units in the spring as planning for the forthcoming year is done. Budget decisions reflect anticipated revenue together with quality improvement goals arising from academic program and administrative unit assessment reports. Assessment data from all units are also used for staffing plans in both academic and administrative areas. Together all assessment data and the resulting decisions for improvement are used to measure progress toward meeting goals in the institutional strategic plan. This institutional-level assessment then leads to the updating of the strategic plan's goals, objectives, and benchmarks to extend this planning document through the next five-years. A draft of the revised and updated strategic plan, a projected five-year budget, and the current institutional mission are presented to the Board of Trustees at the beginning of the academic year. The Board makes whatever changes it wishes in these documents. At this point, the cyclical process begins anew.

Core Requirement 2.6

The institution is in operation and has students enrolled in degree programs.
(Continuous Operation)

Minimum Documentation Required

A list of programs and the number of students enrolled in each program.

CORE REQUIREMENT 2.6

Watkins College of Art & Design is in compliance with **Core Requirement 2.6 (Continuous Operation)**.

The institution presently operating as Watkins College of Art & Design has been in continuous operation in Nashville since 1885. In 1979, approval was sought and received to offer post-secondary degree programs in the visual arts, beginning with approval to offer the Associate of Fine Arts degree in fine arts and in interior design. Within what was then known as Watkins Institute were formed a Nashville School of Art and a Nashville School of Interior Design in support of these growing programs. In the early 1990s, a strategic decision was made to concentrate the educational programs of the institution exclusively within the visual arts, and in 1994 the operating name was changed to Watkins Institute College of Art and Design, following closely the accreditation of the AFA in Interior Design program by the Foundation for Interior Design Education Research (FIDER, now called CIDA, the Council for Interior Design Accreditation) in 1992. By the time the name was changed, the institution had added both degree and certificate programs in photography and expanded the scope of offerings in fine arts to include certificate programs in addition to degrees.

Later in the decade of the 1990s, significant progress was made toward the development of the present College. The Watkins Film School was established in 1995 and later authorized to offer the BFA degree in 1997. In 1998, the Tennessee Higher Education Commission approved AFA degrees in Photography, Fine Arts, Film, Interior Design, and Graphic Design, an additional BFA degree program in Interior Design (which was accredited by FIDER in 2004), and Certificate programs in Photography, Graphic Design, Film, and Fine Arts. In 1999, the Film Certificate program was modified into a series of Professional Certificate Programs in Cinematography, Directing, Editing, Producing, and Screenwriting in addition to the general Professional Certificate in Film. BFA degrees were later added in Graphic Design, Fine Arts, and Photography to complete the comprehensive array of degree programs for each discipline. Since then, the list has been further modified by phasing out several of the Certificate and AFA programs to arrive at its present state.

During this period, the operating name of the institution was changed to Watkins College of Art & Design, which is currently in use. In 1996, the College was granted initial associate membership by the National Association of Schools of Art and Design (NASAD). Within this process, all existing degree and certificate programs were approved. The institution earned full membership in 2003. A NASAD site visit occurred in April 2008. NASAD has reaccredited the institution for ten years without additional reporting requirements. The next CIDA accreditation visit is scheduled for the spring of 2010.

The following charts provide Fall Enrollment and Degrees Conferred by program for academic years 2005-2006 through 2009-2010, including Program and Institutional Totals:

Program	Fall Enrollment					
	2005	2006	2007	2008	2009	TOTAL
Associate of Fine Arts in Interior Design	21	16	16	11	11	75
Associate of Fine Arts in Photography	2	0	0	0	0	2
Bachelor of Fine Arts in Film	96	101	103	117	142	559
Bachelor of Fine Arts in Fine Arts	48	50	60	60	52	270
Bachelor of Fine Arts in Graphic Design	75	83	85	71	76	390
Bachelor of Fine Arts in Interior Design	58	55	53	49	43	258
Bachelor of Fine Arts in Photography	39	38	50	53	48	228
Certificate in Film	13	7	9	11	8	48
Certificate in Graphic Design	7	1	1	1	0	10
Bachelor of Arts in Art	0	0	9	17	23	49
INSTITUTIONAL TOTALS	359	351	386	390	403	

Program	Degrees Conferred					
	2005	2006	2007	2008	2009	TOTAL
Associate of Fine Arts in Interior Design	7	7	5	1	0	20
Associate of Fine Arts in Photography	4	0	0	0	0	4
Bachelor of Fine Arts in Film	7	13	10	12	6	48
Bachelor of Fine Arts in Fine Arts	3	7	11	8	5	34
Bachelor of Fine Arts in Graphic Design	13	13	18	12	5	61
Bachelor of Fine Arts in Interior Design	9	7	12	8	7	43
Bachelor of Fine Arts in Photography	3	2	5	8	4	22
Certificate in Film	4	3	1	3	2	13
Certificate in Graphic Design	2	2	0	1	1	6
Bachelor of Arts in Art	0	0	0	2	2	4
INSTITUTIONAL TOTALS	52	51	62	55	32	

Core Requirement 2.7

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See *Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) **(Coursework for Degrees)**

Minimum Documentation Required

1. Identification of number of hours required for degree programs.
2. A justification and rationale for program equivalency if appropriate for the length of degrees.
3. Demonstration that degree programs are appropriate to the institution's mission.
4. Description of the general education component including a coherent rationale for the component.

5. A list of courses in the required general education core and the number of hours required.
6. Identification of at least one required course in each of the three categories: humanities/fine arts; social/behavioral sciences; mathematics/natural sciences.
7. If the institution does not offer instruction for all course work for at least one degree program at each level that it awards degrees, it provides justification or an alternative approach (consistent with the referenced Commission policy).

CORE REQUIREMENT 2.7

(2.7.1, 2.7.2, 2.7.3, and 2.7.4)

Watkins College of Art & Design is in compliance with **Core Requirement 2.7** and its sections **2.7.1 (Program Length)**, **2.7.2 (Program Content)**, **2.7.3 (General Education)**, and **2.7.4 (Coursework for Degrees)**.

Watkins College of Art & Design offers the Bachelor of Fine Arts degree in Film, Fine Arts, Graphic Design, Interior Design, and Photography. Within the BFA in Film program, concentrations are offered in Producing, Directing, Screenwriting, Cinematography, and Editing. These BFA degrees require the completion of at least 120 semester credit hours of study, including a minimum of thirty semester credit hours in General Education. This thirty-hour block is identified as the General Education Core Requirement, and is supplemented by a requirement for nine hours of General Education Electives, twelve hours in the Visual Arts Core, and nine hours of Visual Arts Electives to create a core requirement for all BFA students comprising sixty semester credit hours. The BFA in Interior Design requires an additional six hours for a total degree requirement of 126 semester credit hours. These additional hours are necessary to conform to CIDA standards.

Standard completion time for a full-time student enrolled in a Watkins BFA degree program is defined as eight semesters or four years of full-time study. While there is no minimum time period established for completion of the degree, institutional policy limits the course load of students to fifteen credit hours per semester. A Maymester and a Summer Semester are available each year during which a student may enroll for a maximum of three hours and six hours, respectively. Enrolling in a series of these inter-session semesters has the potential to effectively reduce the chronological time frame required to complete the BFA by about a semester overall. Transferring students are required to complete at least thirty-five hours of their curriculum (including eighteen hours specifically in their declared major discipline) in order to satisfy institutional residency requirements. All students must meet institutional standards for satisfactory academic progress by maintaining a 2.0 cumulative grade point average and passing 67% of all attempted hours. The maximum time for completion of a BFA degree is defined as 150% of the time normally required to finish the degree, which establishes six years of full-time study as the maximum.

The College offers the Associate of Fine Arts degree in Interior Design. The program requires the successful completion of at least 84 semester credit hours of study, including a minimum of twenty-four semester credit hours in General Education as determined by application of the standards of the Council for Interior Design Accreditation (CIDA) for associate degree programs in interior design. Students are expected to complete these degree requirements after a two-and-one-half year period of study. While there is no minimum time period for completion of the degree, there is a residency requirement that twenty-four credit hours must be completed at Watkins, including eighteen hours in the major. Students must meet institutional standards for satisfactory academic progress by maintaining a 2.0 cumulative grade point average and passing a minimum of 67% of all attempted hours. The maximum amount of time allowed for completion of the Associate of Fine Arts degree in Interior Design is defined as 150% of the time normally required to finish the degree, or four years from the time of initial enrollment.

Watkins offers a Certificate in Film program for those who have already earned a baccalaureate degree or who have substantial professional experience in media arts. Completion of a twenty-seven semester credit hour Film Foundation is required, together with fifteen semester credit hours of electives taken from any of the filmmaking concentrations (cinematography, directing, editing, producing, or screenwriting). Because this program is primarily intended for those who have already earned a baccalaureate degree, there is no required General Education component included in the curriculum for this program. Students are expected to complete the requirements for this certificate within two years of full-time study. While there is no minimum time period for completion of the degree, students are subject to the same policies as other students and may not take more than fifteen hours within a semester. All courses in this curriculum must be taken in residency at Watkins.

College of Art & Design. Students must also meet institutional standards for satisfactory academic progress as stated above, and the maximum time allowed for completion of this degree is 150% of the standard time, or three years of full-time study.

BFA in Film

As a part of Watkins College of Art & Design, the Watkins Film School is distinguished by a film curriculum that explores the artistic, technical and business side of independent filmmaking. The Bachelor of Fine Arts Degree (BFA) in Film allows concentration in producing, directing, screenwriting, cinematography, and editing. In addition, to the film curriculum, students are required to complete a fine arts foundation along with general education courses, all designed to create a curriculum which cultivates a well-rounded filmmaker and visual artist.

All film students take film courses their first year of study and begin production within their second year, depending on their program of study. Production courses are small, allowing for faculty mentoring and advising and close collaboration with colleagues.

The overall strategy of the film school coursework is to begin with the story and then translate it to the visual, first by utilizing conventional cinematic language and then exploring appropriate contemporary styles. All students take an Introduction to Screenwriting course and then are required to write scripts for their first three production courses so that they can see how their words translate into the visual. As students move through production courses, they take concurrent classes introducing more advanced aspects of cinematic language as well as their concentration coursework. Continued practice in taking a script to screen and the introduction of more challenging elements moves the student toward a more sophisticated use of cinematic language that serves the story.

A required six hours of Film History connects historical trends with contemporary trends in cinema and provides film students with a foundation from which to develop their own style and craft. A variety of critical studies courses focusing on specific filmmakers and their contributions to the art of filmmaking are also available each year to offer a more in-depth study of style and the development of cinema.

All aspects of the filmmaking process are introduced, practiced and evaluated throughout the BFA program. By teaching the process from script to screen, students are exposed to and trained in both entry level and advanced level positions, below the line and above the line positions, artistic as well as the technical positions, and the business side of distribution and exhibition.

Each student presents a film at the end of her or his second year and/or Production II course for a faculty review. Projects are screened and critiqued by a committee comprised of full time and adjunct faculty members. Students are advised on their progress and the critique results are used to evaluate the content of foundation courses, sequencing of coursework, and teaching practices.

Students also present their third production film for faculty review. Individual student meetings are held to evaluate and communicate the students' storytelling ability and proficiency with visual language and their advancement in their concentration. Students are advised on their progress and the critique results are used to evaluate the content of courses, sequencing of coursework and teaching practices. Adjustments may be made in advanced courses so that weaknesses can be addressed.

During the students' final year, they are required to submit a final graduate film/screenplay and orally present an artistic statement about their body of student work, a paper connecting their work with historical and contemporary trends in filmmaking, and a marketing and distribution plan approaching their short as a feature length project as well.

Although internships are not required, students are encouraged to intern in the film industry before

graduation. At the end of their internship, students are evaluated by professional filmmakers using an evaluation form that addresses their knowledge of the film industry, professionalism, and so forth. These evaluations are reviewed and used to adjust curriculum with regards to changing technology, real industry skills, production information, general job skills, etc.

Graduates are prepared to enter a visual arts career in filmmaking because they can demonstrate an overall understanding of story structure and cinematic language as well as how they specifically relate to each student's specialization, an understanding of the major artistic trends and developments associated with narrative filmmaking from its beginnings to present day, and a thorough understanding of the filmmaking process from development to distribution/exhibition.

General Film Certificate Program

The Certificate in Film gives students a strong film foundation providing coursework in story, cinematic language, historical context, and production, as well as the opportunity for a student to focus or generalize her or his film study through elective choices. Most Certificate students enter this program with a prior bachelor's degree and therefore have a general education background to bring to their production work.

Similar to the BFA in Film, the overall strategy of the film school certificate coursework is to begin with the story and then translate it to the visual, first by utilizing conventional cinematic language and then exploring appropriate contemporary styles. All certificate students take an Introduction to Screenwriting course and then are required to write scripts for their first two production courses so that they can see how their words translate into the visual. Production courses are small allowing for faculty mentoring and advising and close collaboration with colleagues. As students move through production courses they take concurrent classes introducing more advanced aspects of cinematic language as well as their concentration coursework. Continued practice in taking a script to screen and the introduction of more challenging elements move the student toward a more sophisticated use of cinematic language that serves the story.

A required six hours of Film History connects historical trends with contemporary trends in cinema and provides film students with a foundation from which to develop their own style and craft. A variety of critical studies courses focusing on specific filmmakers and their contributions to the art of filmmaking are also available each year to offer a more in-depth study of style and the development of cinema.

All aspects of the filmmaking process are introduced, practiced and evaluated throughout the certificate program. By teaching the process from script to screen, students are exposed to and trained in both entry level and advanced level positions, below the line and above the line positions, artistic as well as the technical positions, and the business side of distribution and exhibition.

Each student presents a film at the end of her or his second semester and/or Production II course for a faculty review. Students are advised on their progress and the critique results are used to evaluate the content of foundation courses, sequencing of coursework, and teaching practices. Adjustments may be made in advanced courses so that weaknesses can be addressed.

Although internships are not required, students are encouraged to intern in the film industry before graduation. At the end of their internship, students are evaluated by professional filmmakers using an evaluation form that addresses their knowledge of the film industry, professionalism, etc. These evaluations are reviewed and used to adjust curriculum with regards to changing technology, real industry skills, production information, general job skills, etc.

Certificate graduates are prepared to enter a visual art career in filmmaking because they can demonstrate an overall understanding of story structure and cinematic language, an understanding of the major artistic trends and developments associated with narrative filmmaking from its

beginnings to present day, and a thorough understanding of the filmmaking process from development to distribution/exhibition.

BFA in Fine Arts

The department of Fine Arts is a studio-based program committed to developing foundation skills, the use of formal language, the introduction to a range of media including new technologies, and the practice of historical and critical thinking. The BFA degree is designed to develop professional interactions and practices and to use these skills to make contemporary, discursive forms. The goal of the BFA curriculum is to give students an understanding of the complex social, political, and personal circumstances that have historically given rise to artworks so that they may affect their own work, lives, and communities. This interdisciplinary approach reflects the diversity of current artistic practices and promotes an active exchange of academic and technical expertise.

As students progress from the primarily grammatical concerns of their foundation courses, they are introduced to various mediums that emphasize discipline specific (e.g. drawing, painting, sculpture, printmaking, ceramics, time based) working processes and conceptual thinking. Discipline specific reading, research, and writing are introduced at this level. The practice of research, editing, refining, and critique is emphasized as students begin to be aware of the rhetorical/discursive nature of making art. The cultural/historical concerns that emerge in the studio classes are supported by the general education and art history courses. All students in the Department of Fine Arts are required to take a substantial and thorough series of art history courses. These courses include a strong foundation in traditional art history, as well as extensive additional study in modern art movements. By the students' junior year a set of seminar classes begins to integrate the grammatical, logical, and rhetorical concerns of art making. An open discussion of each student's stated concerns and work before a committee of faculty and community art professionals is a unique and demanding exercise for young artists beginning to develop a compelling practice. Students often begin to integrate disciplines and process at this point, understanding the organic, interdisciplinary nature of contemporary practices. The Department of Fine Arts has many links with the community and students are encouraged to take part in exhibitions, internships, and community projects. Student placements in or exchanges with other institutions occur regularly. The BFA degree concludes with a Senior Thesis Exhibition accompanied with a thesis paper and an oral defense before a panel of faculty and community arts professionals.

BFA in Graphic Design

The BFA in Graphic Design at Watkins College of Art and Design begins with a strong foundation in the basic principles and elements of design and in typography. The curriculum then builds in complexity until students graduate. At this point, each student will have assembled enough work for a professional quality, entry-level portfolio.

In the professional world of visual communication the designer's portfolio is paramount. It is a visual representation of what a designer has done and what a designer knows. The primary goal of the graphic design program of Watkins is that every student will graduate with a portfolio that will enable them to obtain their first job.

The graphic design program at Watkins defines a quality portfolio as one that is strong in concept. It should be obvious that each piece in the portfolio is creative, original and demonstrates that the student can effectively solve problems. The portfolio should show that the student has a grasp of the principles of design by successfully employing design to communicate concepts quickly and clearly. There should also be evidence that the student has a command of typographic craft.

The creative process is introduced in the department's introductory course, Typography I, and is reinforced in every course thereafter. Students are required to research their problem, begin with written brainstorming, execute thumbnail sketches and continue with more refined sketches before they are allowed to proceed to final designs. Small class sizes allow each student to have individual consultations with faculty at every stage of projects assigned. This individual attention to student

learning helps students internalize the process so that it becomes easier for them to solve problems in a unique and conceptual manner.

The graphic design program at Watkins requires three levels of typography and four levels of design courses. Concept, design and typography are stressed in every course across the curriculum.

The most successful graphic designers are voracious learners. They must be aware of the historical and cultural influences on design and as the visual artists of pop culture they must remain current. This ability to learn is no longer limited to visual arts and culture. The proliferation of technology in visual communications can sometimes be overwhelming. Graphic designers today must also remain current with ever changing technology and software. When looking at a student portfolio, an experienced designer can identify when a student has an awareness of his design and cultural heritage as well as a command of needed technical skills.

Equally important to the graphic design program at Watkins is that students graduate with a basic knowledge of print and multi-media production. The Watkins graduate should also be familiar with ethical and professional practices standard to the business of design.

In addition to the general education core at Watkins, graphic design majors must take one course in the history of graphic design and several design courses have assignments that require additional writing and research in the history of design. To address the issue of technology, every graphic design student takes four computer/technology courses and after the first two foundation courses in the department all assignments are executed on the computer.

All Watkins graphic design majors must take a course in business practices and production to graduate and these principles are addressed across the curriculum. Watkins also has an excellent relationship with the design industry in Nashville and during the summer between their junior and senior year, students can take internships with some of the more prestigious design and advertising firms in the city. Here students see real world applications of the principles that they have studied in class. The department arranges these internships and students take them for credit towards their degree.

Although any graphic design program would be successful if all of its graduates secured design careers, the program at Watkins has chosen to add to its mission a desire that graduates not only succeed as designers but learn skills needed to some day become leaders in the industry.

To achieve this, a special emphasis on verbal and written communications as well as team working skills are stressed across the graphic design curriculum. All students are required to write creative briefs for major projects. Presentations skills are practiced at most critiques and creative rationales are often written to accompany final projects. Design II culminates in a team project and Senior Portfolio Development calls upon these skills once again as the entire class pulls together a senior exhibition that has become, in just two years, a premier event in the graphic design community of Nashville.

In the fall of 2009, the department added a concentration in Illustration. This concentration requires that every student first be trained as a graphic designer, so the core of the program and its emphasis will not change for illustration students. The current curriculum requires that every graphic design student take 12 hours of elective credit in the Graphic Design Department in order to explore different aspects of the design industry. Illustration students will use those elective hours to concentrate on Illustration. The capstone course will also focus on helping illustration students to develop an Illustration emphasis in their final portfolio.

BFA in Interior Design

The practice of Interior Design focuses the unique talents of the professional designer on the creation of innovative environments that solve problems relating to the health, safety and welfare of

the public. Interior design professionals are responsible and ready to contribute to the client's quality of life through the research, planning and design of interior environments. Watkins College of Art & Design fully understands this challenging profession and acknowledges the need to provide the immediate community and beyond with talented, responsive designers who are ready for the design problems of today's complex environments. The Interior Design degree programs challenge the student with a multi-layered discipline, an appreciation for fine craftsmanship and the rigor of a challenging program of study.

Watkins College of Art & Design offers a Bachelor of Fine Arts Degree (BFA) in Interior Design that is accredited by the Council for Interior Design Accreditation (CIDA, formerly FIDER), the prestigious national accrediting body for interior design programs. An Associate of Fine Arts Degree (AFA) in Interior Design has also been offered, but will no longer be offered after Fall 2010. Both the AFA and BFA in Interior Design are accredited by NASAD, the National Association of Schools of Art and Design.

The Interior Design programs combine rigorous disciplinary focus with an innovative general education program and fine arts classes, which play a vital role in the development of a well-rounded professional. Through the College's strength in fine arts and liberal arts classes, students are encouraged to develop a strong design aesthetic that becomes the basis for theoretical and technical understanding. The interior design courses promote the creation of thought-provoking designs through a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill for application in the interior environment.

Students form a sound approach to the design process through a progression of interior design studios beginning in the first semester of study and continuing throughout their education. Problems of varying complexity are presented to the student with projects ranging from the adaptive reuse of existing buildings to sustainability issues and green design. Design studios challenge the student to create innovative solutions within environments of increasing size and scope. The inclusion of guest speakers and site visits makes classes especially thought-provoking and insightful. Supporting classes complement studio projects while involving students in the study of practical and theoretical issues, materials and techniques. All aspects of space – scale, proportion, configuration, and light sources as well as texture, material and color – are studied in relation to their effect on the built environment.

Model making, drafting, presentation techniques, and computer-aided design skills facilitate the production of high quality studio projects. The sum total of these skills leads to the formation of a portfolio of quality work, which demonstrates an energetic professional approach and helps prepare students for employment once their degree is earned.

The BFA program of study in interior design is structured to “provide a distinctive, quality education in visual arts and design that enables the expression of that voice and prepares students for productive, professional careers”. In order to prepare students for a professional path in interior design, the requisite knowledge base for practice is needed as further described in the definition of interior design:

Interior design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. These solutions are functional, enhance the quality of life and culture of the occupants, and are aesthetically attractive. Designs are created in response to and coordinated with the building shell, and acknowledge the physical location and social context of the project. Designs must adhere to code and regulatory requirements, and encourage the principles of environmental sustainability. The interior design process follows a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative

process, whereby the needs and resources of the client are satisfied to produce an interior space that fulfills the project goals.

The National Council for Interior Design Qualification (NCIDQ)

Evidence of achievement is manifested in several areas that further strengthen the opportunities to promote the skills of students and graduates. These include:

- Growing pool of internship sites. As internship opportunities grow, students are exposed to wider varieties of options to choose from upon graduation.
- Successful employment based on skills acquired through education and internship experiences.
- Successful student competition, as the skills and competencies promoted through interior design classes have resulted in award winning projects by Watkins students who compete against students at other colleges of design.
- Professional achievement of graduates who have been employed by prestigious firms.
- Awards received by graduates through their professional projects in hospitality, health care, residential and corporate design.
- Award-winning faculty who bring their expertise to the classroom to further inspire interior design students.

For the BFA in Interior Design, an assessment of student work occurs when credits accumulated reflect a standing of Freshman (equivalent to 18-30 semester hours of course work) and Senior (equivalent to 91-120 semester hours of course work). Student work is assessed in categories of architectural drafting, computer-aided drafting, presentation boards, presentation techniques and knowledge of codes and specifications.

AFA in Interior Design

The Associate of Fine Arts in Interior Design prepares the student for an entry-level position in the interior design field. This program is particularly well suited to the individual who has a previous bachelor's degree and is seeking to change professions. This degree gives the individual the minimum amount of education required to qualify to sit for the NCIDQ (National Council for Interior Design Qualification) exam and eventual application for licensing.

Watkins College of Art & Design's AFA in Interior Design was accredited by CIDA (The Council for Interior Design Accreditation) since August 1993. The graduates from this program have proven to be successful professionals in the field of interior design. The AFA is not currently accredited by CIDA because in December of 2003 all accreditation for two-year programs was suspended indefinitely.

This program of study provides the student with the requisite knowledge to enter the interior design workplace by means of completion of the eighty-four semester hours required for the AFA in Interior Design. Within the classes the student acquires skills including: drafting skills, computer-aided design, presentation skills, an understanding of design process and professional practices.

The curriculum included in the AFA degree is structured so that all courses required for the AFA are also required for the bachelor's degree. Due to this dovetail of curricula, continuation of study for the BFA in Interior Design is easily accomplished.

BFA in Photography

The BFA degree in photography is an exploration of personal image making and an examination of historical and contemporary photographic practices and traditions. In this dynamic program, students gain technical and aesthetic skills in a variety of photographic media including traditional black and white and color photography, alternative processes, digital imaging and experimental video, and artificial lighting. Coursework becomes increasingly more challenging as students progress through the program, requiring time management, problem-solving skills and aesthetic decision-making. Most classes have critical writing requirements and the general education program is vital to developing a vigorous, well-rounded education from which students can build critical thinking skills in historical, contemporary, and cultural contexts. All classes in the program contribute to a breadth of experience in general education and to a knowledge of photographic media, culminating student skills in visual arts, photography and aesthetics into a journey of personal achievement.

During the first year, students study in the visual arts foundation courses, black and white photography, and color photography. These are the foundation for a studio-based program in the department. In Photography I, students learn in-camera composing and apply visual arts principles to their images. They learn technical skills to produce good negatives and prints, while also learning proper lab etiquette and chemical safety and disposal. They research and write one-page essays on historical and contemporary photographers of their choice to introduce them to the array of genre and distinctive styles in photography. Photography II introduces color photography and the medium format camera. Using color film, students refine their technical skills in camera operation and exposure, while creating fine art color images. In addition to specific assignments, students are introduced to self-assigned projects.

The sophomore year introduces history of photography in a survey class the first semester and a course on critical analysis of traditional and contemporary photographers and genres in the second semester. These courses provide students with the historical, contemporary, cultural, and aesthetic background for research and advanced studies in the program. Students learn technical control and exposure for black and white photography and they learn to use the view camera in Photography III. The technical information learned in this class can be applied to all aspects of photography. This class also builds confidence in technical decision-making so students can concentrate on creative image making. Other courses offered during this semester are digital imaging and artificial lighting. Students begin learning electronic image making in the Digital Imaging class. Using Photoshop and web-based software, students learn to manipulate material from a variety of sources including negatives, digital camera images, and appropriated images into very creative and stylized digital images. They also learn to create a personal website to display their work and the websites are linked to, and accessed from, the college website. Students are encouraged to update their website every semester. The Introduction to Lighting is a course designed to teach students studio lighting techniques using tungsten and strobe artificial lighting sources. The course concentrates on traditional commercial work in portrait, product and editorial assignments. The skills learned in this class can also be applied to fine-art image making.

Alternative Processes, Applied Lighting, Experimental Video and an Advanced Special Topics class compose the junior year photography classes. Alternative Processes teaches students historical photography processes using contemporary methods. While this class is assignment-based, students are also required to research and present an alternative technique to the class. Students apply skills learned in the Introduction to Lighting class to commercial or fine arts based projects in the Applied Lighting class. This class is designed to build a portfolio demonstrating artificial lighting skills that also represents the student's area of interest. The Experimental Video class builds on the digital skills learned in Digital Imaging. Students learn new aesthetics and language as they examine contemporary video artists. This class expands students' understanding of photography beyond the matted print as they create time-based projects in a new media.

During the course of the program, students have worked in a variety of photographic media and developed portfolios or projects in each class based on specific assignments or self-defined projects. The final year is directed toward creating the students' senior theses and features the culmination of all the classes into a single body of work representing the students' technical skill, research and conceptual aesthetics. Students begin this process in the Advanced Seminar and Critical Writing class where they develop ideas and create work that will become the foundation of their thesis exhibition. In preparation for the thesis requirements, students study advanced critical thinking and analysis through reading and research as they develop their thesis ideas. At the end of the seminar class, students have produced research for their thesis document, established a concept for the exhibition, created work toward thesis exhibition, and established an organized plan for the following semester. The Degree and Professional Practices class is the finale of all the study, research and image concepts that students have diligently worked toward in the program. In this class, students develop a body of work for exhibition, write their thesis document, and work on presentation skills. In addition to continued development on aesthetics and technical skills, students are introduced to artist professional practices. Topics of copyright, residencies, fellowships, grants, networking, artist statements, and resumes are discussed to help students succeed as professional artists. Graduation requirements for the BFA in Photography also require an public oral presentation in which students articulate their journey through the program to the current thesis work.

BA in Art

In April 2007, the National Association of Schools of Art and Design (NASAD) granted plan approval for the College to admit students into a Bachelor of Arts program in Art. The first students were admitted in Fall 2007, primarily as students transferring from BFA programs within the College. As a condition of this plan approval, NASAD required the College to submit a progress report as part of its Self-Study produced in preparation of the Spring 2008 NASAD reaccreditation site visit. The program was assessed during the site visit, and the visiting team indicated no problems with the program.

This degree program was developed to meet a number of needs articulated by both incoming and continuing students, who have expressed interest in a program designed to foster scholarship in the visual arts in contrast to the intense focus on artistic practice of the pre-professional BFA programs. A significant number of incoming students continue to express an interest in having access to a program that provides them with a survey of the visual arts within their first few years of post-secondary study rather than requiring them to concentrate on one single discipline. In addition, a growing number of students continue to indicate their interest in the history and theory of the visual arts as presented and discussed in visual arts literature, and would prefer to pursue this knowledge and understanding through study and discursive writing. Their art making, then, will inform this process.

In considering this development, a determination was made that no additional resources would be initially required in order to serve these students, and that curricular elements from all five academic areas could be combined with additional elements taken from general education offerings to create the initial BA in Art curriculum. However, the new degree program may create its own set of challenges, including an unexpected spike in enrollment. As this program has been placed in development in direct response to stated student requests, the risks presented by these challenges are considered to be manageable.

Three students graduated from the B.A. program in the 2008-2009 academic year. Twenty-nine students were enrolled at the beginning of the Fall 2009 semester an increase from 24 in the fall of 2008.

Following this page are additional documents:

- BA in Art Plan Approval Application (NASAD form) (Appendix 2.7-1)
- The current WCAD Catalog (Appendix 2.7-2)

Core Requirement 2.8

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

A narrative certifying compliance with Comprehensive Standard 3.7.1, which is normally provided along with Core Requirement 2.8 in the Application, can be found in its appropriate numerical sequence among the other Comprehensive Standards in Section 3 of this document.

Minimum Documentation Required

1. A faculty roster documenting qualifications of faculty to teach courses assigned to them (see Part A of the application).
2. The policy at the institution designating expectations of full time faculty at the institution (such as number of courses assigned per term, expected advising duties, committee service, curriculum/program review, etc.).
3. Narrative and/or a list of faculty members and their loads establishing that the number of full time faculty (and number of part time faculty) is adequate to provide the programs and services of the institution.
4. A copy of the current schedule of courses including the names of faculty members assigned to teach the courses.

CORE REQUIREMENT 2.8

Watkins College of Art & Design is in compliance with **Core Requirement 2.8 (Faculty)**.

Current faculty are listed below:

FULL-TIME FACULTY

Brawner, Dan
Coté, Derek
Flesher, Van
Gordon, Robert
Gulley, Cheryl
Hargrove, Kristi
Haston, Brady
Lambert, Ron
Martin, William
McKenzie, Joy
Miller, Cary
Miller, Sean
Myers, Jenny
Newell, Andrew
Niblett, Michael
Overstreet, Jennifer
Paris, Robin
Stover, Valorie
Sweeney O'Bryan, Judith
Thacker, Terry
Womack, Steve

PART-TIME FACULTY

Allison, Caroline
Bertram-Read, Amy
Besser, Susan
Bowers, Jonathan
Bryant, Rob
Clark, Shannon
Dalton, Sam
Darr, James
Dodd, Kevin
Felts, Susannah
Graves, Molly
Hart, Sharon
Hoekstra, Doug
Hood, Farrar
Kennon, Katherine
Klich, Judy
Lee, Franne
McAnally, Jim
McClurg, Rob
Maehlmann, Monika
Passafiume, Andrea
Quirin, James
Reed, Madeline
Roche, Nancy
Sanford, Elizabeth
Stephens, Chuck
Sullivan, John
Tange-duPré, Katherine
Whitney, Donna
Wilkison, Steve
Wollam, Erica
Yanok, George

Watkins College of Art & Design currently employs twenty-one full-time faculty members and thirty-two part-time adjunct instructors. A Roster of Instructional Staff is included with this document as Appendix 2.8-1. The roster includes an indication of status (full-time or part-time), a list of classes taught, and a list of academic qualifications for each individual.

The standard teaching load for full-time faculty is defined as twelve contact hours (twelve credit hours) for those teaching lecture classes and eighteen contact hours (nine credit hours) for those teaching studio classes. All full-time faculty are carrying a teaching load that is at or below this level. In addition, some full-time faculty have been awarded released time from a portion of this teaching load so that they will be available for assigned administrative duties. In all cases, combining an individual's teaching load with assigned administrative duty loads offset by released time yields a load equivalency that is at or below the standard teaching load. In addition, all full-time faculty are required to maintain ten office hours per academic week for student advising, department and other

meetings, committee participation, class preparation, professional development, service, and other duties and responsibilities.

All student advising at the institution is handled by full-time faculty, with advising rosters assigned by discipline through the Office of the Registrar to ensure equitable distribution of the institution's advising load across the faculty. Each full-time faculty member will typically manage an advising roster of about twenty-five degree-seeking students within her or his teaching discipline.

The maximum teaching load for adjunct or other part-time faculty is defined by policy as nine contact hours (nine credit hours) for those teaching lecture classes and six credit hours (twelve contact hours) for those teaching studio classes. However, in practice, the institution rarely employs adjuncts for more than one class per semester, regardless of whether the instructor is teaching lecture or studio classes. Currently, nine part-time faculty are assigned to two studio classes in a single semester, aside from stacked studio assignments.

Sixty-one percent of all credit hours were taught by full-time faculty in the most recent reporting year. The ratio of full-time faculty to part-time (adjunct faculty adjusted to full-time equivalent) was 1.6 to 1.

The following tables provide details of the assigned load for each individual faculty member, organized by academic department. Strict adherence to standards is maintained so that no individual is overtaxed by nature of her or his teaching assignment or additional duties, most of which are offset by contracted released time. Demands for additional teaching staff are met by contingency hires from a qualified pool of adjunct faculty, which facilitate sessional adjustments to the faculty.

Class enrollments are strictly controlled according to NASAD Operational Norms, which absolutely limit enrollment in studio classes to twenty-five, advise limits of twenty, and recognize that some studio classes should be limited to fifteen dependent on safety and equipment concerns. All studio classes at WCAD are capped during enrollment periods at fifteen, although occasional special considerations will permit one or two more students to initially enroll in some classes.

Class enrollment for lecture classes is not specified in these guidelines, but the classroom seating capacities of the facility dictate that lecture classes have caps of twenty-five students. There is one theatre that is used for lecture classes, and classes in that hall can enroll up to sixty students; this is managed strictly at the discretion of the instructor-of-record working in concert with the department chair.

Faculty (Fall 2009)	Assigned Duties	Teaching Credit Hours (TCH)
Watkins Film School		
Flesher, Van Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Gordon, Robert Associate Professor	3 Studio Classes Other Duties	13.5 <u>1.5</u> 15.0
Miller, Sean Assistant Professor	2 Studio Classes Equipment Manager Advising, Etc	9.0 4.5 <u>1.5</u> 15.0
Newell, Andrew Associate Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Stover, Valorie Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Womack, Steven Professor	Department Chair 3 Lecture Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Bertram-Read, Amy Adjunct Instructor	2 Lecture Classes	<u>6.0</u> 6.0
Dalton, Sam Adjunct Instructor	2 Lecture Classes	<u>6.0</u> 6.0
Lee, Franne Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Passafiume, Andrea Adjunct Instructor	3 Lecture Classes	<u>9.0</u> 9.0
Roche, Nancy Adjunct Instructor	2 Lecture Classes	<u>6.0</u> 6.0
Stephens, Chuck Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0
Yanok, George Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0

Faculty (Fall 2009)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Fine Arts		
Coté, Derek Assistant Professor	3 Studio Classes Other Duties	13.5 <u>1.5</u> 15.0
Haston, Brady Assistant Professor	2 Studio Classes Studio Manager Advising, Etc Overload Class	9.0 4.5 1.5 <u>4.5</u> 19.5
Hargrove, Kristi Assistant Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Lambert, Ron Assistant Professor	3 Studio Classes Advising, Etc Overload Class (Photo)	13.5 1.5 <u>4.5</u> 19.5
Thacker, Terry Professor	Department Chair 2 Studio Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Bowers, Jonathan Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Darr, James Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Hood, Farrar Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
McClurg, Rob Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Reed, Madeline Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Sanford, Elizabeth Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0

Faculty (Fall 2009)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Graphic Design		
Brawner, Dan Assistant Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Niblett, Michael Professor	Department Chair 2 Studio Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Sweeney O'Bryan, Judith Assistant Professor	3 Studio Classes Other Duties	13.5 <u>1.5</u> 15.0
McAnally, Jim Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Sullivan, John Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0
Tange-duPré, Katherine Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Wilkison, Steve Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0

Faculty (Fall 2009)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Interior Design		
Gulley, Cheryl Associate Professor	3 Studio Classes Advising, Etc 2 Overload Classes	13.5 1.5 <u>9.0</u> 24.0
Myers, Jennie Assistant Professor	3 Studio Classes Advising, Etc Overload Class	13.5 1.5 <u>4.5</u> 19.5
Overstreet, Jennifer Assistant Professor	Department Chair 2 Studio Classes Advising, Etc Overload Class	4.5 9.0 1.5 <u>4.5</u> 19.5
Besser, Susan Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0
Bryant, Rob Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Kenyon, Katherine Adjunct Instructor	1 Lecture Class	<u>3.0</u> 3.0
Klich, Judy Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Maehlmann, Monika Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5

Faculty (Fall 2009)	Assigned Duties	Teaching Credit Hours (TCH)
Department of Photography		
McKenzie, Joy Professor	3 Studio Classes Advising, Etc	13.5 <u>1.5</u> 15.0
Paris, Robin Associate Professor	Department Chair 2 Studio Classes Advising, Etc	4.5 9.0 <u>1.5</u> 15.0
Allison, Caroline Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Clark, Shannon Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5
Hart, Sharon Adjunct Instructor	2 Studio Classes	<u>9.0</u> 9.0
Wollam, Erica Adjunct Instructor	1 Studio Class	<u>4.5</u> 4.5

Faculty (Fall 2009)	Assigned Duties	Teaching Credit Hours (TCH)
General Education		
Martin, Will Assistant Professor	4 Lecture Classes Advising, Etc	12.0
		1.5
		13.5
Miller, Cary Assistant Professor	Director 3 Lecture Classes Advising, Etc ½ Overload Class	4.5
		9.0
		1.5
		1.5
		16.5
Dodd, Kevin Adjunct Instructor	2 Lecture Classes	6.0
		6.0
Felts, Susannah Adjunct Instructor	1 Lecture Class	3.0
		3.0
Graves, Molly Adjunct Instructor	2 Lecture Classes	6.0
		6.0
Hoekstra, Doug Adjunct Instructor	1 Lecture Class	3.0
		3.0
Quirin, James Adjunct Instructor	1 Lecture Class	3.0
		3.0
Whitney, Donna Adjunct Instructor	2 Lecture Class	6.0
		6.0

The entry “Advising, Etc” in the charts above refers to the contractual requirement for full-time faculty to participate in academic activities outside the classroom, including student advising, course and curriculum development, committee and community service, and professional development. All full-time faculty are required to post and maintain ten office hours per week, and are permitted to develop their own work schedule within these posted hours so that required activities can be managed and accomplished. This component of assigned load, which carries 1.5 TCH, is reported for each full-time faculty member in the chart. Adjunct faculty, visiting faculty, the Curator of the Permanent Collection, and first-semester full-time faculty are not assigned advising duty.

The Teaching Credit Hours (TCH) are calculated according to a formula described in detail in the Faculty Handbook. Basically, three-hour lecture classes are assigned three TCH in load, but three-hour studio classes (which meet for six clock hours) are assigned 4.5 TCH in load, following NASAD guidelines. Faculty who have administrative duties as chairs have a one-course reduction in their teaching assignment, reported in the chart above as 4.5 TCH factored into their total load.

Full-time faculty teaching studio classes are typically on campus twenty-eight hours per week, faculty teaching lecture classes are on campus twenty-two hours per week. As is common practice, this allows each professor some discretionary time each week to devote to research, studio production, and other scholarly and professional activities. This formula was developed following NASAD guidelines, crafted to take into consideration the special circumstances presented by the unique correlation between clock (contact) hours and credit hours in visual arts studio classes.

Adjunct instructors have no contractual requirements for office hours, etc. However, those currently in the pool are very conscientious in this regard, and will invariably come to campus for up to an hour prior to most class meetings so that students can have access to them outside of the classroom. They also meet with students by appointment. A shared adjunct office with files, telephone, and computer equipment is provided, especially advantageous whenever adjunct faculty have the need for a private consultation or advising session with a student. Although informal, this system works very well for the college, and students register very few complaints relative to teacher access.

Core Requirement 2.9

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Minimum Documentation Required

1. Information requested in Part A relating to library resources and services.
2. Copies of contracts with institutions that provide library services (written, formal agreements with other libraries for resource materials and services).
3. Evidence that library/learning resources located at the institution, those accessed through cooperative agreements, and those accessed through electronic means relate to and sufficiently support the specific programs offered by the institution.
4. Evidence that the institution provides instruction to students, both on campus and at a distance (if applicable), concerning how to access and use learning resources provided by the institution.

CORE REQUIREMENT 2.9

Watkins College of Art & Design is in compliance with **Core Requirement 2.9 (Learning Resources and Services)**.

The mission of the Watkins College of Art & Design Library is to maintain a facility that is appropriate to support the teaching and research curriculum of the institution and to support the institution's mission.

The library serves as a bridge between the faculty and the students, and provides both with a method for developing their creativity and achieving their individual goals, the goals of the college, and the learning needs of the community. In order to accomplish these goals, the library staff is committed to the following objectives:

- Providing diversity in resources to access knowledge, information, and ideas. This objective is grounded in the concept of freedom of information, non-discriminatory access to resources, and assistance and instruction in accessing the resources.
- Providing the highest level of effective user-friendly services and programs in efforts to promote lifelong learning skills in Watkins graduates.
- Participating with other educational institutions in the Nashville community and the state of Tennessee in order to share resources, whether through articulation agreements or memberships in educational alliances.
- Developing and maintaining a well-balanced collection of printed, visual, and electronic materials to support each program of the college – Photography, Graphic Design, Film, Interior Design and Fine Arts, as well as the General Education curriculum – with learning resources in all mediums.

To further these objectives, this past academic year, Watkins Library commissioned a peer review conducted by library directors from two leading art and design school libraries: Carol Terry from Rhode Island School of Design and Cristine Rom of the Cleveland Institute of Art. Their extensive review is included in the library's documentation; however, we made significant improvements in the following areas:

1. We implemented an aggressive and ongoing collection development process focusing on the withdrawals of out-of-scope and duplicate materials as well as implementing an acquisitions process based on thorough retrospective purchases in addition to the many suggestions of faculty and students.
2. Watkins Library Staff revamped the instruction component of our services as well as the materials used to promote these services. The staff also took courses in library instruction that included contemporary web applications.
3. The library staff made a concerted effort to change our approach to customer service, one that realizes that the patron is often uncomfortable asking for help. We now offer a tiered approach to serving our patrons, one that includes walking the floor and approaching needy looking students and faculty.
4. We made significant improvements to the physical appearance of our facility.

Physical Description

The library is located in the central part of the college building and is both the literal and figurative heart of the campus. It has a total of 3000 square feet of space allocated to library functions.

The stack area is located in the main library room, occupying 682 square feet of floor space, or about half the library's footage. The seating area consists of two tables with four chairs each, a lounge area that will seat up to 4 students in the back, a 2 seat lounge area in front, as well as 5 other chairs scattered throughout the library.

The Library Director has an office while the rest of the staff share a 200 sq. foot workroom. This area has been equipped with a service window making it easy to access the area from the circulation desk – behind which 2 to 3 staff can work at any given time.

The back periodical/DVD storage/reserve books and tapes room contains nine shelves. This room contains 96 square feet of space. The student computer area has 60 square feet in the main library room with five computer workstations and one color/black and white printer. These computers are provided primarily for access to the catalog and to meet basic browsing needs. Computers configured for writing and more extensive document production are located in the Writing Center and in academic areas. The entire college provides wireless access for laptop users.

Hours

The library is open on weekdays and nights and on Sundays.

Hours of operation are 8:30am to 8:00pm Monday through Thursday and until 5:00pm on Fridays. Sunday hours are 1:00pm to 5:00pm.

Collections

The library enriches the curriculum by offering materials in printed, visual, and auditory form, including books, magazines, newspapers, photographs, and audiovisual media.

Included in the library's computing resources are the Internet, databases, and web resources. There are five computers in the library. The library is organized according to the library of congress classification system, with sections devoted to reference, reserves, and new items at the front of the library.

The library is developing a special collection of zines, making it one of only 2 in the state and 19 in the country with such a collection.

Resources of the Watkins Library:

The library presently has 20,500 bound volumes.

- The library has 74 paid current periodical subscriptions.
- The library has 9 free current periodical subscriptions.
- The library has 4 newspaper subscriptions.

Other Media

- 3,641 video titles.

At the end of the 2008-2009 fiscal year, humanities and general works made up 51.33% of the total collection and 55.10% of total acquisitions (these are books that can support the General Education Curriculum); 32.39% of the total collection and 32.33% of the total acquisitions are in social sciences; 1.37% of the total collection and 0.60% of the total acquisitions are in the area of physical sciences; 2.24% of the total collection and 1.38% of the total acquisitions are in biomedical science.

During the 2009-2010 academic year, Watkins is continuing to expand its book collection concentrating primarily on purchasing titles in fine arts and film, with a speculative eye towards the collections that support general education. These contain many out-of-scope items for the Watkins Curriculum as a whole.

Information Technology

Online resources include *Entertainment Employment Journal*, *Grove Art Online* (an electronic catalog), *ARTstor*, *TEL* (Tennessee Electronic Library), *WilsonWeb* and *JStor*. Through *TEL*, patrons have access to *Gale Virtual Reference Library*, *InfoTrac One-File*, *Health and Wellness Resource Center*, *General Reference Center Gold*, *Expanded Academic QSAF*, *Inform4*, *General Business File ADAP*, *What Do I Read Next?*, *National Newspaper Index*, *Health Reference Center Academic Computer Database*, *Military and Intelligence Database*, *Religion and Philosophy Database*, *Professional collection*, *General Business File International* and *Literature Resource Center-LRC* and many other databases.

The Watkins Library Website is an excellent resource with links to many discipline related resources, our periodicals list, tutorials to all the above databases, news about our new resources and our events, links to our facebook page, and our writing center is based within our website too. On these pages, writing and research guides can be found. The website also offers live chat and ask a librarian components, and all our policies and forms, such as purchase request forms for faculty as well as students.

Surveys

The library conducts Student Library User Surveys and Faculty Library User Surveys to determine needs of the faculty and students and to evaluate our instruction efforts. Based on analysis of the data collected by the surveys, along with suggestions from faculty and students, the library staff upgrades the printed, visual, and electronic resources in the library collection.

The library keeps an often-used suggestion box accessible at all times that is used to make purchase requests and to communicate the desire for more services.

The library's catalog has been streamlined and offers a more user-friendly interface for student patrons.

Ongoing Projects

Major projects include building a digital database of student art. The library has been using the open source MDID platform, but that is up for review as is our workflow regarding the acquisition and digitizing of the student art. The library hopes to revive this project this academic year.

Tutorials for using the library databases and other campus wide electronic resources have been developed and presented to foundation level students as well as senior seminar classes through library instruction. These tutorials will also be made available through the *Library News and Resources* section of the Online Student Forum and in the Library Handbook.

All resources to be added to the collection must support the mission of Watkins College of Art & Design and the resource needs of the curriculum.

Collection development includes decisions concerning additions to and deletions from the library collection in all formats. Questions dealing with acquisitions and purchases for the library collection are supervised by the Library Director, who strives to present a comprehensive selection of resources for all disciplines and departments of the school.

Subscription sets or services and materials are collected if justified and within the budget. Resources not included at this time are government documents and special collections (with the exception of the zine collection), but these resources are available through the reciprocal agreement with the library at Fisk University.

Miscellaneous Information

Students, faculty and staff of Watkins College of Art & Design have full library privileges. Student and faculty of Fisk University have circulation privileges. The general public has browsing privileges.

The following documents are basic to intellectual freedom*:

Library Bill of Rights (ALA)
American Library Association Code of Ethics
The Freedom to Read (ALA)
Diversity in Collection Development: An Interpretation of the Library Bill of Rights (ALA)

*these documents are available on the library's website.

Cooperative Agreements

Several cooperative agreements are in place to help support the programs offered by Watkins College of Art & Design by increasing the ability of patrons and the library staff to search for and locate materials not available directly on site. These services greatly enhance resource provision to the faculty and students through interlibrary loan and help to cultivate resource sharing with other institutions. The cooperative agreements provide a much larger body of resources and access to a vast array of titles, special collections, and general information than could be accessed by students and faculty of Watkins, given the institution's relatively small size. In fact, the cooperative agreements, along with Watkins' own library resources, provide a world-class reservoir of knowledge for staff and students.

Area Libraries

Cooperative Agreements are in place between the Watkins Library, the Nashville Public Library and the Tennessee State Library and Archives. Faculty and students may borrow books from other academic institutions in Tennessee through this consortium and the Fisk University Franklin Library, which provides a wealth of resources for Watkins students.

TENN-SHARE

The Watkins Library is a member of TENN-SHARE, a network of nearly 400 libraries in Tennessee supporting resource-sharing efforts across the state. Membership in TENN-SHARE and the listings of local periodicals in OCLC entitle the library to have limited free membership in LYRASIS as an Affiliate Member. This contact allows the library to have limited access to OCLC for searches and electronic interlibrary loans. There is a set amount charged for the time used for each search and the listing or editing of periodicals. Access is available to the library staff at this time.

Members of TENN-SHARE qualify for free interlibrary loan among their members. Interlibrary loan services are provided by the library staff upon request from the faculty or students of Watkins College of Art & Design. Members of TENN-SHARE also receive discounts on electronic database subscriptions from such vendors as Grolier Online, AccuNet/AP Multimedia Archive, Math/Sci/Net and Stat/Ref.

Fisk University's John Hope and Aurelia E. Franklin Library

Beginning August 28, 2006, Watkins College of Art & Design Library has continued to have a Cooperative Library Agreement with the John Hope and Aurelia E. Franklin Library of Fisk University. Fisk, a private, liberal arts college, became the first historically black college or university to become a member of SACS. The Watkins/Fisk agreement allows both parties to have access to non-circulating and circulating materials in each of the respective libraries. This means Watkins' students have easy access to all of the Franklin Library's non-subscription resources. They must simply register with the library and show their Watkins' I.D. card and they may check out books and materials from the general collection. Periodicals may be printed.

The reciprocal contract with Fisk University's Franklin Library offers access to 200,000 book titles and current magazines for students and faculty members as well as music scores, maps, and other cataloged items. Watkins faculty and students also have access to one of the preeminent resources for the study of the African American experience in the country, Fisk University's Special Collections.

Fisk University is about two miles from Watkins College's campus—a four-minute drive. The Franklin Library is open Monday through Thursday, 7:45 a.m. to 10:00 p.m.; Friday, 7:45 a.m. to 5:00 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; and Sunday, 2:00 p.m. to 10:00 p.m. During Fisk's final examination period library hours are extended to midnight. Special Collections is open Monday-Friday, 9:00 a.m. to 4:00 p.m. Students may arrange to use materials in the library after 4:00 p.m. Special Collections is closed in June and July. The Media Center is open Monday through Friday, 8:00 a.m. - 5:00 p.m.

Within the confines of the three stories of the Franklin Library at Fisk University, students and faculty of Watkins College have access to:

On-Line Public Access Catalog (OPAC)

The library holdings may be searched online on and off campus. Students may search the catalog by author, title, subject, words in a title, author and title and reserve lists. Magazine, VHS, and Reserve holdings are available on our website.

Circulation Desk

Watkins and Fisk students and faculty may check out books and reserve materials from the circulation desk. Items on reserve must be used in the library.

Reference

Non-circulating reference materials including books, magazines, and journals are available to Watkins students and faculty.

Special Collections

The Franklin Library collections of rare materials “draw scholars from around the world. The African-American collection, which includes manuscripts, archives, and oral histories, as well as an extensive collection of books and pamphlets, is a major source for the study of “the African-American experience”, according to the Fisk University catalog. These materials may be accessed and used in the Special Collections reading room by Watkins students and faculty. A list of the Special Collections of the Franklin Library is attached as Appendix 2.9-3.

Media Center

Watkins students and faculty may also use video recorders, tape recorders, film projectors, VCRs, overhead projectors, a LCD projector, phonograph records, films, and videotapes on campus.

Government Documents

The John Hope and Aurelia E. Franklin Library is a partial document depository of publications by the United States government. The collection contains printed materials, microfiche, CD-ROMs, and periodicals available to Watkins staff and students.

Electronic resources

Electronic resources are not available to Watkins students and faculty.

A copy of the contractual agreement between Watkins College of Art & Design and Fisk University is included as Appendix 2.9-4.

Following this page are additional documents.

- Samples of promotional/instructional material
- Watkins Library Orientation handouts and Library of Congress Classification System Handouts
- Fisk University John Hope and Aurelia E. Franklin Library Special Collections List (Appendix 2.9-3)
- Reciprocal Use Contract with the John Hope and Aurelia E. Franklin Library of Fisk University (Appendix 2.9-4)

Core Requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
(Student Support Services)

Minimum Documentation Required

1. A list and description of academic support programs for all students regardless of where the students are located or how they access courses offered by the institution.
2. A list and description of other student support programs and services provided to students regardless of where the students are located or how they access courses offered by the institution.
3. A list of student activities available to students, including athletic programs.
4. Student Handbook.
5. Organizational Chart for Student Development (or Support) Services.

CORE REQUIREMENT 2.10

At the time of the off-site review of the initial application, and of the on-site visit by the Candidacy Committee, Watkins College of Art & Design was in compliance with **Core Requirement 2.10 (Student Support Services)**. However, at present, the institution is in partial compliance because of a vacancy in the position of Director of Student Life. A contingency team of faculty and staff volunteers is effectively managing the services normally provided by this office, and a national search is presently under way to fill this position with a projected hiring date of January 2010. Although the vacancy mandates a state of partial compliance, it is the belief of the institution that the level and quality of student services have not diminished as a result. There have been no complaints to date related to inadequate services expected of the Office of Student Life.

The mission of the Office of Student Life is to identify and provide learning opportunities designed to enhance the student experience at Watkins College of Art & Design. This office strives to create an environment of inclusion, safety, involvement, and community to produce successful practicing artists.

In all of its activities the Watkins Office of Student Life seeks to collaborate actively with students, faculty, and staff to develop and provide programs and services that enhance the quality of life at Watkins, to design opportunities that enable students to develop ethically, intellectually, socially, and physically, and to educate students to act as responsible members of the campus community by encouraging leadership and involvement in the local, national, and world community.

(portions taken from the Ethical Standards of the American College Personnel Association & Educating by Design: Creating Campus Learning Environments That Work, C. Carney Strange, James H. Banning).

Areas of responsibility of the Office of Student Life include career planning, disability services, counseling, housing & residence life, international student advisement, orientation, recreation, student retention, student activities, student health and wellness, and tutoring.

Currently the Office provides the following:

Disability Services – The Director of Student Life serves as the contact person for any student who has any reported disabilities and works with both students and faculty to make any accommodations.

Career – The Career Services Coordinator assists with the management of career planning. Students are notified regarding career opportunities via direct email information, a job posting board, and through faculty communication. The Office also assists department Chairs in conveying any career or internship information as it becomes available.

Counseling – Watkins College has a contract with a non-profit counseling service to offer free counseling services to the student population. The Office of Student Life helps to communicate this information to both faculty and students. The office also serves as the first point of contact for students when making a recommendation to participate in the program.

Housing and Residence Life – Watkins College of Art & Design offers on-campus housing in two forty-eight bed apartment style residence halls. Various needs and program services are associated with this including student staffing and staff development programs, judicial organization, management of maintenance areas, safety and programming opportunities.

International Students – The Office of Student Life handles all International Student F-1 Visa Status paperwork and communication.

Orientation – The Office of Student Life coordinates the orientation program. The program is intended to welcome new members of the student community and to aid

them in a seamless transition to Watkins College of Art & Design. Students who serve this program as Orientation Leaders provide a good representation of student life at Watkins, as well as taking advantage of these service opportunities to develop their leadership potential.

Retention – In conjunction with both the Academic Support and Orientation areas, the Director of Student Life examines retention issues and offers information to assist with student satisfaction, to help improve retention, and to help students succeed academically.

Student Activities – The Office of Student Life is responsible for student activity, student government, and student organization development.

- The Office assists and offers activities for the student population. The Office collaborates with students, faculty and staff on the creation of these activities.
- The Office advises the Watkins Student Government Association (WSGA), which has representation from all academic majors. The WSGA works to promote interaction and cohesiveness among students, faculty, and staff. The organization also assists with community service needs and social activities of the College.
- The Office also advises and encourages the creation of Watkins sponsored student organizations. A recognition process was recently created and information regarding student organization recognition was disseminated to the student population.
- The Office also creates community service activities/opportunities and coordinates the development of community service organizations.

Student Health/Recreation/Health Insurance – The Office of Student Life serves as a resource for student health, recreation and wellness information as well as student health insurance. Information is distributed regarding an affiliation with the local YMCA. In addition, information is distributed regarding health screenings as well as alcohol/drug wellness data, and health insurance.

Tutoring – The Office of Student Life assists with academic support efforts including an academic writing tutor.

Academic and Student Support Programs

Academic support at Watkins includes testing, tutoring, and computer/technology support. The Library and the Office of Student Life provide additional resources and learning opportunities designed to enhance the student experience at Watkins College of Art & Design. Additionally, research and writing reinforcement documents are available through library instruction and the WCAD Library Handbook. Watkins does not offer developmental or remedial coursework.

Testing

Students applying for admission to Watkins typically submit standardized placement scores from ACT or SAT testing. The College has experienced very little need for residual placement testing in order to accommodate entering students. If required, placement testing is available locally through a number of vendors, including Sylvan Learning centers.

Students who wish to apply for advanced placement or CLEP testing can make arrangements through the Office of Student Life to access testing from contract vendors. Very few students request this service.

Tutoring

Tutorials for using library databases and other campus wide electronic resources have been

developed and are regularly presented to foundation level students and to senior seminar classes through library instruction. These tutorials are also available through the Library News and Resources section of the Online Student Forum. The Instructional Technology Department has purchased and installed the electronic resource, *Atomic Learning Library*, which provides access to tutorials for more than 100 computer-based applications including most of those found in WCAD computer labs. These tutorials are accessible from any computer operating within the intranet, including wirelessly connected student laptops.

Upper-division students are employed as work-study lab assistants to help students working in the college's computer labs who might need advice and guidance in learning to use the complex features of film and visual arts production software.

The Office of Student Life provides one-on-one tutorials for academic writing as a service of the Writing Center. Two tutors are available either during regularly scheduled office hours or by appointment outside of regular office hours. Many Watkins students have taken advantage of this service since its inception two years ago. Current estimates indicate that about 8% of the student body makes use of this free service. An informal survey by the Director of Student Life indicates there is a high level of satisfaction with the service by students, and professors report that papers submitted by students who use the tutoring service improve over the course of each semester.

Information Technology and Equipment Services

There are more than 200 computers in classrooms, labs, study centers, editing bays, and offices that are available to Watkins students for visual arts projects, writing, and study. This means that approximately half the student body can have individual access to a computer on campus at any given time, day or night. This access is further enhanced by the institution's 24/7 wireless connectivity, available to mobile users throughout the academic building as well as in housing.

In addition to the school's computers, which are constantly upgraded to provide the latest amenities, a large portion of the student body (89.2% according to a 2007 library user survey) has access to a computer at home or owns a laptop computer. IT&ES staff supports these students through tutoring, informal workshops, and one-on-one instruction so that students are able to maintain and upgrade their own computer systems and to make best use of compatible auxiliary equipment on campus such as printers and editing facilities.

In the 2006-2007 academic year, the IT&ES department implemented a very successful program called *Empower Implementation* for students and faculty, to help them upgrade their computers and other equipment and tutor them on the most efficient and innovative ways to use the equipment. *Empower Implementation* also helps students and faculty with upgrading software and installing new programs.

IT&ES published and distributed a comprehensive *Equipment Policy Manual* to incoming new students during the Fall 2006 semester. It provides numerous other resources and academic support for students, most notably in computer research programs and/or electronic resources.

In addition to its computer-based equipment and facilities, which are very extensive, the college also provides students access to a wide variety of production equipment, including still- and motion-picture cameras (both film and digital), lighting equipment, jibs, dollies, scanners, film processing facilities, and microphones, recorders, and other sound production equipment. The college also supports and maintains a number of specialized labs and studios, including film editing and post-production, digital Gicleé printing, AutoCAD, metals, woodshop, ceramics, printmaking, and graphic design including web and multimedia production. All these facilities, including the college's two sound stages and 200-seat motion-picture theatre, are available for checkout and use by students and faculty.

Library Support

The library has five computer workstations, four of which are on a PC platform and one is designated for the electronic catalog only. These computers are available to Watkins students and faculty with the following installed items:

- Microsoft Windows XP Professional
- Adobe Acrobat Reader (allows for students to securely view, print, search, sign, verify, and collaborate on PDF documents)
- LibraryWorld Explorer (Library Catalog)
- Microsoft Internet Explorer (Internet Browser)
- Mozilla Firefox (Internet Browser)

These are the basic tools necessary to look up books on our catalog and conduct research on our subscription databases as well as the WWW. The library computers are not set up for students to write research papers as these computers are reserved specifically for research. Watkins Students have access to computers designed for writing and word processing in the writing lab, the CAD Lab, and the Graphic Design labs to fulfill their writing needs.

Additional computer supported resources within the library include:

- Color/black and white printer connected to all five computer stations
- Color/black and white photo copy machine
- Television with DVD/VCR screening capabilities and headphones
- Four computers reserved for library staff (three PC, one MAC)
- Microsoft Word, Access, and Excel available to library staff
- Library World Gold administrative library catalog, available to library staff

Library Image Resources:

- Physical Slide Library- over 39,000 slides
- ARTstor remote and onsite access to approximately 550,000 images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes.
- Grove Art Online 30,000+ links to color images from high-quality museum and other art sites, 100,000+ images from The Bridgeman Art Library and 130,000 *searchable* images: search by artist's name, title of work, dates, location, or keyword.
- Madison Digital Image Database (MDID) *under construction*
MDID is an open source software system that allows for teaching, presentation, cataloging, and sharing of image resources created by James Madison University for higher education.

Library Desktop Resources

Website icon links of academic interests are listed by topic in folders on the library desktop for easy access to highly desired online resources. An annotated list of these resources is available to the Watkins Community in the WCAD Library Handbook.

* Denotes that the resource listed is a WCAD Library *subscription* resource.

- Area Libraries Folder
 - Nashville Public Library
The Nashville Public library is a fantastic resource for Watkins students. Students who are Davidson county residents may use this library as an additional resource to aid in their research.

- Fisk Franklin Library
The Watkins College of Art and Design Library has a Library partnership with Fisk University. This icon leads to their library website to search their catalog for additional resources.
- Athena: Nashville Library Consortium
Students who are members of the Nashville Public Library will be able to borrow books from other Academic institutions in Tennessee through this consortium.
- Tennessee State Library and Archives
Links of archival programs and services, education outreach, history and genealogy, library programs and services, Tennessee Electronic Library, Tennessee Virtual Archive.
- WCAD Library Databases and Tutorials Folder:
 - Grove Art Online
Grove Art Online provides web access to the entire text of [The Dictionary of Art](#), and [The Oxford Companion to Western Art](#), GAO also offers ongoing additions of new and updated articles, over 3,000 thumbnail art images and line drawings displayed in the text of articles, extensive image links, and sophisticated search and navigation tools.
 - Grove Art Online Tutorial (printable PDF)
 - Tennessee Electronic Library (TEL)
Several databases allow for extensive simultaneous searching for easy retrieval of academic articles.
 - TEL tutorial (printable PDF)
 - ARTstor
Digital Image Library
 - ARTstor Tutorial (printable PDF)
- Dictionaries and Encyclopedias Folder:
 - Miriam Webster's Dictionary
Fully searchable online thesaurus and dictionary.
 - Encyclopedia Britannica
A search and directory site featuring *Encyclopædia Britannica*, the Web's best sites, and news.
 - Dictionary.com
Online dictionary search, translator, word of the day, crossword puzzles and word games, and vocabulary learning resources for many languages.
 - Tennessee Encyclopedia of History and Culture
The on-line edition of the *Tennessee Encyclopedia of History and Culture* is a joint project of the Tennessee Historical Society and the University of Tennessee Press. This fully searchable version of the print edition, originally published in 1998, contains over 1,500 entries. The online version has updates to existing entries, new entries, more than five hundred additional images, plus audio and video files. This site is designed to supply general information about the state of Tennessee in a user-friendly format for students, teachers, researchers, and general information seekers.
 - Art Lex Art Dictionary

Find definitions for more than 3,600 terms used in discussing art / visual culture, along with thousands of supporting images, pronunciation notes, quotations and cross-references.

- Art Cyclopedia
The guide to great art on the Internet: 8,500 artists listed, 2,300 art sites indexed, access to 180,000 works of art.
- Art History Folder:
 - Art History Resources on the Web
A very thorough Art History website. Provides links to Art History periods and has a fantastic reference and resources section.
 - Art History Guide
This directory has sixty categories to over 39,000 references to artists, museums, art styles, and more.
 - The Art History Browser
Provides links for Prehistoric to Early Medieval Art History Resources.
 - The Art history Research Center
Use the navigation bar on the left of this website to access information pertaining to the following Art History categories: search engines, newsgroups, mailing lists, library catalogues and bookstores, article indexes, universities, collections, other resources.
- Photography Folder:
 - A History of Photography
This website covers the history of photography from its beginnings until the 1930's. Also included is a hyperlinked index to museums of interest, significant people, and significant processes.
 - Masters of Photography
Browse through extensive lists of artists; find articles, images, and links to other helpful resources.
 - PDN*
PhotoDistrict news online
- Film Folder:
 - The Internet Movie Database (IMBD)
The Internet movie database, an award-winning online database of current and popular films and related film industry information.
 - Entertainment Jobs and Internships*
Jobs, Internships and Career Information in the Entertainment Industry.
 - Variety*
A weekly magazine for the entertainment industry
- Graphic Design Folder:
 - AdWeek
Adweek is the Advertising industry's first online news service - designed to deliver broader coverage, more in-depth analysis and breaking news throughout each day.
 - Semiotics for Beginners

An introduction to semiotics

- Symbols.com

Symbols.com contains more than 1,600 articles about 2,500 Western signs, arranged into 54 groups according to their graphic characteristics.

- Interior Design Folder:

- Great Buildings Online

This gateway to architecture around the world and across history documents a thousand buildings and hundreds of leading architects, with 3D models, photographic images and architectural drawings, commentaries, bibliographies, web links, and more, for famous designers and structures of all kinds.

- Online Design Source

Industry and design directory

- American Society of Interior Designers (ASID)

Professional organization for designers, industry representatives, educators and students—committed to interior design. Through education, knowledge sharing, advocacy, community building and outreach, the Society strives to advance the interior design profession and, in the process, to demonstrate and celebrate the power of design to positively change people's lives. Its more than 38,000 members engage in a variety of professional programs and activities through a network of 48 chapters throughout the United States and Canada.

- News Resources Folder:

- CNN.com

Local and international news

- Tennessean

Local News

- Chronicle of Higher Education*

This website contains information pertinent to all professionals involved in Academia.

- Library Resources Folder:

- Current Periodical Subscriptions (printable PDF)

- Scripts/Screenplays in our collection (printable PDF)

- Library News and Resources

Announcement section on the student online forum contains the following information:

- Library Hours and Contact Information
- Answers to Frequently Asked Library Questions
- General Library Announcements
- Aggregated art news items of relevance through WCAD library *Google Reader* account
- Aggregated art links of relevance on *delicious* through WCAD library account
- Ten bibliographies of relevance relating to WCAD college departmental interests
- Library Purchase Suggestions

Library Databases

Students may access the following databases from the Watkins website under the "library" hyperlink or from the library computer desktop folders under "Library Databases."

ARTstor

ARTstor is a growing image library of 550,000+ digital images and related data supporting interdisciplinary studies with special emphasis on collections of art, architecture and archeology.

Grove Art Online

Grove Art Online offers continuous additions of new articles, over 3,000 thumbnail art images and line drawings displayed in the text of articles, extensive image links, and sophisticated search and navigation tools.

Tennessee Electronic Library (TEL)

Tennessee residents have access to 19 databases of magazines, newspapers, journals, and reference materials. Funds for TEL are provided in part by the Institute of Museum and Library Services, additional funds are provided by Tenn-Share member libraries throughout the state.

The following databases are relevant to academic interests at Watkins and are available through TEL:

[Expanded Academic ASAP](#) 1980 - Oct 2007

From arts and the humanities to social sciences, science and technology, this database meets research needs across all academic disciplines. Access scholarly journals, news magazines, and newspapers - many with full text and images!

[General OneFile](#) 1980 - OCT, 2007

A one-stop source for news and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics. Millions of full-text articles, many with images. Updated daily.

[General Reference Center Gold](#) 1980 - OCT, 2007

A general interest database that integrates a variety of sources - newspapers, reference books, magazines, and trade publications. Find articles on current events, popular culture, business and industry trends, the arts and sciences, sports, hobbies, and more.

[Informe](#) 1994 - Oct. 2007

Una colección de revistas hispánicas con textos completos. Abarca negocios, salud, tecnología, cultura, temas de actualidad y otras materias.

[Literature Resource Center - LRC](#) Sep 2007

Full-text journal articles, literary criticism, reviews, biographical information, and overviews on over 130,000 writers in all disciplines, from all time periods and from around the world.

[National Newspaper Index](#) 1977 - Oct 2007

National Newspaper Index provides quick access to the indexing of America's top five newspapers in one seamless search: The New York Times, The Wall Street Journal, The Christian Science Monitor, The Los Angeles Times, The Washington Post

[Religion & Philosophy Database](#)

Articles from more than 250 magazines and Journals on religion, philosophy, archaeology, and anthropology, and covers the impact of religion on culture. Many

articles are full-text. The content in this database is also part of InfoTrac Onefile.

Southern Life

Contains nearly 5 million full-text articles on topics that relate directly to Southern living, both past and present, including people, places, historical events and more.

Library Programming

Freshman Orientation

August 2007, the library hosted an Open House with refreshments to coordinate with freshman orientation. The open house provided an opportunity for parents and freshmen to meet and greet library staff, pick up their copy of the WCAD Library Handbook, and mingle in their new library. The Assistant librarian delivered a brief talk at the Academic Session of Freshman Orientation regarding library policy, resources, and services.

Rare Books Demonstration

Bill and Vicky Stewart– as Vamp & Tramp, Booksellers – represent 200+ contemporary fine presses and book artists. They spend much of the year traveling the US taking the works they represent to private and institutional customers. They talk about the burgeoning world of artists' books and share examples from their collection.

Guest Lectures

The library staff has delivered guest lectures on special topics dealing with the history of the book and alternative media: Book Arts May term course- Summer 2007 "The history of the Alternative Press", Dada Special Topics "The Dada Periodicals and their Legacy", Fall, 2007.

Library Instruction

Library Instruction sessions were developed this summer based on professional Association of College and Research library (ACRL) library instruction standards. Faculty who requested sessions worked with the Assistant Librarian/Visual Resource Curator to create a tailored session relevant to a single class assignment. This fall we rolled out our library instruction program to two Senior Seminar classes, two Art History survey classes, one English Composition class, and one Introduction to photography class. The survey results from students polled after the instruction sessions indicate that students gained an awareness of the electronic resources available through the library as well as knowledge about how to use them.

Library Exhibits

Exist to promote reading and community interest within the library. These exhibits generally rotate on a monthly basis and have included the following themes: Black History Month, Poetry Month, Women's History Month, Freedom of Information Day, Summer Reading Suggestions, Banned Books Week, and Films of the "Horror Genre"

Fisk Tour of Special Collections: Five classes will take a tour of the Fisk Franklin Library's Special Collections and learn about local black history in the area during the span of October-November, 2007. In addition to the tour, students will be shown the historic Aaron Douglass murals in Cravath Hall.

Library Zine Special Collection

During the spring of 2007, the Watkins Library began a zine collection for the benefit of the Watkins community. Zines (self-published materials created to distribute art or an idea rather than profit) have been collected from donations, various zine distribution centers, and *printed matter*, the largest non-profit artist book collective in the county. The Watkins Zine collection has received considerable publicity, as it is one of only nineteen such academic collections in the United States. The zine collection is the second of its kind to exist in the state of Tennessee. This summer the Assistant Librarian co-facilitated a caucus on zine librarianship along with the Head of Special Collections from the University of Michigan at the Allied Media Conference in

Detroit to discuss and foster best practices in developing such a collection.

Fisk Special Collections

The Fisk Franklin Special Collections repository holds primary and secondary materials on African-American history and culture. These non-circulating materials are available for research to the Watkins Community within the Special Collections posted hours. Should a Watkins affiliate need to conduct research on a Special Collections item beyond the hours the repository is open, the Fisk Franklin library staff have agreed to allow the item to be made available to the Watkins student at the general circulation desk which operates under longer, more extensive hours than the Special Collections. The following is a partial description of the Fisk University Special Collections holdings which is available on their website www.fisk.edu

Among the rare items there are the American edition of Phillis Wheatley's *Poems on Various Subjects, Religious and Moral* (1773); examples of Benjamin Banneker's almanacs; a Bible especially edited for slaves in the West Indies in 1808; a first edition of *Les Cenelles* (1845), the first anthology of poetry by blacks published in this country; *Clotel, or The President's Daughter* (1853), the first novel by an African-American; Harriet E. Wilson's *Our Nig* (1859), the first novel published by a black in the U.S; nearly 200 printed items from American minstrel shows; and a Bible presented to President Abraham Lincoln by free blacks of Baltimore in 1864.

The Fisk Franklin Special Collections contains university archives as well as papers and works of scholars and literary figures of national acclaim. Among these are: Arna Bontemps Collection, Charles Waddell Chesnutt Collection, Spence Family Collection 1812-1961, Alice Coachman Davis Collection, Thomas Andrew Dorsey Collection, Aaron Douglas Collection, W. E. B. Du Bois Collection, Fisk Jubilee Singers Collection, George Gershwin Memorial Collection of Music and Musical Literature, George Edmund Haynes Collection, Langston Hughes Collection, Charles Spurgeon Johnson Collection, James Weldon Johnson Collection, Scott Joplin Collection, John Mercer Langston, James Carroll Napier Collection, J. A. Rogers Collection, Julius Rosenwald Fund Archives, Sigma Pi Phi (the Boule') Papers, Thomas W. Talley Collection, John Wesley Work, III Collection, The Black Oral History Collection

Library Digital Initiatives

The Watkins Library is leading the college into the digital age by embarking on a visual resources management project. The mission of the project is to create a centralized searchable digital image library that will serve as a teaching and archiving tool for the Watkins community using ARTstor, a computer program for slide archiving.

The Office of Student Life

The following programs are available to all full- and part-time students of Watkins College of Art & Design. The Office of Student Life serves as the primary point of contact for these programs, although some require the further coordination of other administrative office and academic units. Further information regarding these programs is provided in the WCAD Student Handbook, a copy of which is provided following this narrative as Appendix Ten-1.

Career Services

Work experience prior to graduation provides students the opportunity to gain valuable experience as a professional artist and in some cases to earn credits toward a degree. Students are encouraged to either seek out the advice of their Faculty Advisor or Department Head, or contact the Office of Student Life regarding any possible positions.

The Office of Student Life also receives information throughout the year regarding available positions. Students may look for information on the employment posting board located in the 500 classroom hallway, via the online bulletin board, or via monthly email, or they may seek out the assistance of the Director of Student Life. A regional and nationwide subscription regarding art positions, called *Current Jobs in Art* is also distributed monthly via email and posted in the 500

hallway. Students may seek out resources regarding resume preparation and job searching strategies from the Office of Student Life.

Cheekwood Membership

Within its fifty-five acres, the Cheekwood Botanical Garden and Museum of Art is a complex institution rich with history, beautiful gardens and fine art. The [Botanical Garden](#) showcases fine horticultural collections, acclaimed for their diversity and quality. The [Museum of Art](#) presents American and European art and is recognized as a center for contemporary art in the Southeast. These collections reside in one of the grandest estates in Nashville, the former Cheek residence. Named to the National Register of Historic Places, the mansion and the original boxwood gardens are an amazing work of architecture and design and the ideal setting for the gardens and art museum. ***All Watkins students are given free memberships to Cheekwood Botanical Garden and Museum of Art and the membership is courtesy of the Brownlee O. Currey Foundation.*** Students need only to present a current Watkins student ID to enter.

Frist Center for the Visual Arts

The Frist Center for the Visual Arts is a nonprofit art-exhibition center, with approximately 24,000 square feet of gallery space, dedicated to presenting the finest visual art from local, state and regional artists, as well as major U.S. and international exhibitions. The Frist is constructed in what was formerly Nashville's historic main post office, a city landmark that was placed on the National Register of Historic Places in 1984. Students with a Watkins ID are admitted at no charge on "College Nights", every Thursday from 5pm to 8pm.

Housing

On-campus apartment style housing is available on a space available basis. Each apartment has a completely furnished living room, four bedrooms, two full baths, kitchen and dining area, stove, refrigerators, dishwasher, and a microwave. Room rates for 2009-10 are \$3000 for each fall and spring semester and \$1200 for the summer semester. Included in costs are heating, air conditioning, water, high-speed Internet access in each bedroom, local phone service and cable TV. The Office of Student Life also assists students with finding off-campus housing options.

Personal Counseling and Advising Services

Watkins College of Art & Design recognizes that sometimes personal problems can cause stress and affect performance in the school setting. Watkins has a partnership with an area counseling practice, which would cover the cost of the first three visits. The counseling service through Watkins is a professional counseling service offered off site, which is designed to help students identify problems and seek solutions. The program is a pre-paid service to students and their immediate families-providing three face-to-face sessions at no cost to the student.

The program provides assistance in most personal problems such as drug/alcohol abuse, depression, anxiety, relationship conflict, problems caused by legal/financial worries, abuse and many others. When students feel or believe that a problem exists and want the assistance of a professional counselor, they may contact the Office of Student Life OR refer themselves. Watkins College of Art & Design will not know or ask the names of students who access the program. Confidentiality is of the utmost importance and privacy is absolutely respected. Students who are currently enrolled in Watkins College of Art & Design are covered. Once the problem has been identified the counselor will recommend a helping plan to resolve the issues. Most problems can be identified and a plan for achieving resolution developed within the three pre-paid sessions. Beyond these three sessions, the counselor may make a referral to another appropriate service or to have continued visits.

Students may call the Association for Guidance, Aid, Placement and Empathy (AGAPE) at 781-3000 to speak with an intake counselor and to make arrangements for a first appointment. Visitation hours can be scheduled Monday through Friday at 4555 Trousdale Dr, Nashville, TN 37204.

For questions about the program, student may seek the advice of the Director of Student Life who will keep all matters confidential and can refer the student to the appropriate contact or can refer the student to other resources.

Medical Insurance

Watkins provides contact information for students seeking health insurance coverage. Watkins has information from The Sentry Student Security Plan and Assurant Health.

International Student Advising

The Director of Student Life serves as the Primary Designated School Official and advisor for incoming and current international students. Management of the visa process is also handled through this office. Other questions regarding international student concerns may also be handled by the Vice President for Academic Affairs.

Student I.D. Cards

Student I.D. cards are issued to all students and are required for admission to Watkins buildings and labs and when requesting and/or retrieving documents from the Office of the Registrar during certain hours. Cards are issued during registration for the first semester of attendance for new students. The cards are updated with each subsequent registration with dated validation stickers. Bar-coded labels are added by the library staff, and are required to check out materials from the library. Many discounts are available locally to students with valid student I.D. cards.

Watkins Student On-Line Forum

An initiative of the WSGA, the Watkins Student On-Line Forum offers information about current and upcoming Watkins events, announcements from WSGA members, information about academic departments, and a location to submit concerns or complaints. There are also public and personal photo galleries available where students may post their work. The intent of the forum is to increase Watkins staff-to-student communication and student-to-student communication. This forum is accessible to anyone with internet access, but it is designed to be a resource fully accessible only to Watkins students. Registration is required to access most of the online forum and only Watkins students may register. The forum is located at: <http://students.watkins.edu/forums/>

YMCA

All students receive a special reduced rate from all area branches of the Middle Tennessee YMCA. Students may obtain a rate for a center-only membership or get a citywide membership. Students need only to present a valid Watkins student I.D. to receive reduced membership rates. The **Northwest YMCA** is conveniently located within five minutes of Watkins at 3700 Ashland City Hwy. Students are encouraged to utilize this neighboring facility.

Avante Grille

The Avante Grille is the campus eatery at Watkins. Students are able to select from a wide variety of dining options and the café is generally open for breakfast, lunch and dinner.

Student Organizations

Student organizations provide a valuable service to the college community by promoting leadership development, community spirit, activism, public spirit, and social and cultural interaction. Students are encouraged to start their own organizations. For information on how to start an organization at Watkins, students may contact the Student Life Office by stopping by the office (Room 107) or calling for more information. Current organizations at the College are listed below:

American Advertising Federation College Chapter

The Graphic Design Department has an American Advertising Federation college chapter (WCAD Design Mafia). This affiliation allows design students to participate in advertising competitions on a local, regional, and now, national level. They also receive discounts on certain Nashville Advertising Federation events and seniors are eligible for NAF scholarship money.

American Society of Interior Designers, ASID

The American Society of Interior Designers (ASID) is a nonprofit professional society representing the interests of interior designers and the interior design community. Watkins has a student chapter and students are invited to attend the professional chapter meetings throughout the year.

International Interior Design Association, IIDA

The International Interior Design Association (IIDA) is a professional networking and educational association of more than 10,000 members in eight specialty forums, nine regions, and more than thirty chapters around the world committed to enhancing the quality of life through excellence in interior design and advancing interior design through knowledge.

Progressive Artists League

A student-run community service organization called the Progressive Artists League (PAL) was created to provide students with volunteer opportunities, to engage students in advocacy and action, and to educate students on the social issues of people locally and globally.

<http://www.myspace.com/watkinspal>

Student Government Association

The Student Government Association is a group of students selected by their peers to represent student concerns. The forum focuses on institutional, departmental, and community needs. Its mission is to promote interaction and cohesiveness among students, faculty, staff and community while improving learning and working environments within the college.

Swivet Effect

The Swivet Effect is a group of film students dedicated to the production, discussion, and assistance of all things related to film. <http://www.myspace.com/swiveteffect>

Following this page are these additional documents:

- Student Handbook (Appendix 2.10-1)
- Office of Student Life Organizational Chart (Appendix 2.10-2)

Core Requirement 2.11.1

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

Audit requirements for applicant institutions are found in the Commission policy “Accreditation Procedures for Applicant Institutions.” **(Financial Resources)**

These audit requirements are as follows:

As part of its demonstration of compliance with Core Requirement 2.11, an institution must include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of submission of the application. The institution also must provide with the application an annual budget that is preceded by sound planning, is subject to sound planning, is subject to sound fiscal procedures, and is approved by the governing board, and a schedule of changes in unrestricted net assets, excluding plant and plant related debt (short and long term debt attached to physical assets). Further, the institution must provide a separate audit and management letter for the most recent fiscal year ending prior to any committee visit for Candidacy, Candidacy renewal, or initial Membership. All audits must be conducted by independent certified public accountants or an appropriate governmental auditing agency.

An applicant or Candidate institution must not show an annual or cumulative operating deficit at any time during the application process or at any time during Candidacy.

Minimum Documentation Required

1. Audits and management letters for the three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application. If the institution is a part of a system, the most recent of the three audits must be a separate audit for the institution itself.
2. Information requested in Part A (sources and percentages of revenues during the past three years and operating expenses during the past three years, including expenditures in auxiliary enterprises and other operations).
3. Assets and liabilities of the institution during the past three years.
4. A schedule of fund balances for the past three years.
5. If a proprietary institution, statements describing the amount of net worth or equity and the amount of net income for the past three years.
6. Narrative establishing the financial health and stability of the institution with reference to its ability to provide adequate faculty, learning resources, student support, and physical facilities for the programs and services it offers.

CORE REQUIREMENT 2.11.1

Watkins College of Art & Design is in compliance with **Core Requirement 2.11.1 (Financial Resources)**.

The institution has a sound financial base, demonstrated financial stability and adequate physical resources to support the mission of the institution and the scope of its programs and services. The institution provides the following financial statements: (a) institutional audits (provided as Appendix 2.11.1-1, 2.11.1-2, and 2.11.1-3) for the three most recent fiscal years prepared by an independent certified public accountant employing the appropriate audit guide (b) an annual budget that is preceded by sound planning, subject to sound fiscal procedures and is approved by the governing Board (included below) and (c) a schedule of changes in unrestricted net assets, excluding plant and plant-related debt (short and long-term debt attached to physical assets) (also included below).

Explanation

Watkins is a small, private art and design college held in trust by the State of Tennessee. Although it has been a Nashville educational landmark since 1885, it has only become a college of art and design in the last fifteen years. These facts dictate certain financial realities for Watkins. The college is dependent largely upon its tuition and fees (Note 8) to provide its operating revenue. These revenues have increased over 427% in the last eleven years while the number of students has increased 29%. (Note 9) Since the college is young there is a very small base of established alumni to offer support. However, the community has made substantial contributions to the college to fund its growth and development (Note 10). The twelve-year annual average for fundraising is \$399,091. Although there is a unique relationship with the State there is no permanent financial commitment by the State to the college.

The last (and the college's first) fifteen years have been a time of continuous growth and development in the realization of the mission and strategic goals of the college. This has been accomplished by using both the college's assets as well as its operating revenue. In spite of this, the college's net assets have actually increased 221% in the last eleven years (Note 4). The college did not have any long-term debt until 2001-02 when the renovation of the purchased theater complex was completed. However the ratios that measure an organization's ability to pay its debts are all positive (Notes 1 & 2).

A legacy from the beginning of the institution was the land it occupied in the heart of downtown Nashville. An important event that enabled the college to fund its development was the purchase in 1998 of the college's building and land by the city for the construction of a new city library. The funds from this sale enabled Watkins to start a long process of finding a home better suited to its new mission as well as to improve and expand its programs. The college moved to temporary rented quarters in early 1999, which served as a base for the search for a new facility and for the growth and enhancement of the institution's academic programs. The decision was made by the Board to allocate funds from the sale proceeds to supplement annual operations to that end. Additional resources of personnel, supplies, space and equipment were required in order to establish and sustain effective academic and institutional support programs. It was recognized by the Board of Trustees that new programs in art and design have high "start-up" costs and the Board made a commitment to do what was necessary. While the Board authorized use of those unrestricted funds, the intent was to become a self-sustaining operation as quickly as possible. This has occurred. (Note 5)

In 2001, an excellent real estate parcel was found to house the college. A former movie theatre multiplex on thirteen acres was purchased in early 2002 at a price significantly below appraised value (\$2.1 million vs. an appraised value of \$6 million). Extensive renovation took place over the next seven months. In late July, 2002, the college was packed up and moved – for the second time in three years – to a wonderful, new, permanent home.

During this time period the college received national accreditation (NASAD) for BFAs in all five of its disciplines. Progress in both areas of facility and program development has been accomplished with the use of the funds from the sale of the former location, from a capital campaign and a \$2 million loan for renovations.

During fiscal year 2004-05 the Board decided to proceed with building Watkins' first student housing building. Based on current and prospective student surveys, many students indicated their preference for an on-campus housing option. Some students decide not to attend Watkins due to a lack thereof. This project was funded in part by capital campaign contributions (approx. \$900,000) and two tax-exempt bond issues in the amount of \$3,115,000. The proceeds of the sale of the bonds to SunTrust Bank have been loaned to Watkins. The college has executed an \$800,000 Fixed Rate Promissory Note at an interest rate of 4.4% and a Variable Rate Promissory Note (Libor Rate plus 150 basis points). The proceeds were used to fund the construction of the housing building and to pay off the note payable on the renovations to the main building completed in 2002. The previous note had a variable interest rate based on Libor plus 152 points and was not tax-exempt. The debt structure has therefore improved, although the amount has increased. The balance sheet indicates healthy assets to liabilities ratios (Notes 1 & 2). The college completed the first year of operating Hawkins Hall in June 2006, with a surplus of revenues of \$56,268. These funds were used to pay down the variable note payable on the residence facility. When Hawkins Hall opened in August 2005, the balance due on related notes payable was \$1,289,716. As of June 30, 2009, the balance was \$628,631. The additional principal payments were made using excess revenues and capital campaign pledge payments.

Due to the success of Hawkins Hall and the increased demand for student housing, the Board decided in 2007 to pursue funding for a second housing building. An interest-free loan was obtained from the James Stephen Turner Family Foundation for \$500,000 in the fall of 2007. The loan will become a gift at the time when the accompanying bank note on Turner Hall is paid in full. Once again, a tax-exempt bond was issued by the Industrial Development Board of the Metro Government of Nashville and Davidson County and was purchased by Suntrust Bank with a 20 year note payable issued to Watkins College for \$1,400,000 at a variable interest rate based on the 30 day libor rate plus 110 basis points.

During fiscal 2008, the College entered into interest rate swap agreements with SunTrust Bank having original notional principal amounts of \$1,100,000 and \$700,000 to reduce or eliminate the risk associated with debt interest rate fluctuations on portions of the Series 2007 and 2005 notes payable, respectively. The College does not engage in trading these derivatives. The financial instruments are used to manage interest rate risk. The notional principal amounts are being amortized over the life of the agreements and at June 30, 2009, the remaining principal amounts totaled \$1,049,583 and \$606,330 for the Series 2007 and 2005 notes, respectively. The interest rate swap agreements provide for the College to pay a fixed monthly interest rate of 5.17% and 4.98% expiring January 2023 and 2013, respectively. Gains or losses on the derivatives are included as a component of the change in unrestricted net assets in the statement of activities. The College's interest rate risk management strategy is to stabilize cash flow requirements by maintaining the interest rate swap contracts to convert certain variable-rate debt to fixed rate. The combined fair value of the derivatives at June 30, 2009 was (\$118,781).

June 30, 2009 marked the end of the fourth year of Watkins' operating housing facilities. Each year the college has been able to operate the buildings, pay down the associated debt and realize excess revenue.

Watkins now continues to solidify its status as a four-year college with the requisite constant attention to quality improvement. This requires adequate financial resources. As a private college without a large alumni base or a sponsoring organization, the college will continue to rely on its earned income. Because of the institution's historical mission, in which no tuition was charged for its

first three-quarters of a century of existence, and minimal tuition after that, the college has a history of low tuition. As the programs improved and expanded, tuition was raised considerably (344% from 1999 to 2009!) although it remains below other peer institutions (Notes 6, 7, & 8). Watkins does recognize that in order to be competitive and to offer high quality instruction appropriate resources must be made available for personnel and equipment. This has happened within the context of a balanced budget for the last seven years. Fortunately, the tuition increases have not hindered recruiting efforts. Financial aid was also considerably increased for current students as a retention effort and for prospective students as a recruiting tool. The college's ability to retain and attract students during this challenging period of a temporary location, two moves, and dramatic tuition increases speaks well for the perceived improved quality of the educational product.

The business office handles the fiscal operation of Watkins College of Art, Design & Film with a staff of three – the Vice-President for Finance and Administration/Chief Financial Officer (VPFA), the Financial Associate I (FA I) and the Financial Associate II (FA II). The VPFA is responsible for accounting, payroll, human resources, and oversight of the offices of financial aid, information technology, and facilities management. The VPFA holds a masters degree and is a CPA with 27 years experience in the non-profit sector. The FA I oversees accounts receivable and employee benefits. The FA II handles payroll, accounts payable and office supply ordering. The VPFA reports to the president. The Board finance committee meets at least five times a year to receive financial reports and to monitor the financial affairs of the college. The Treasurer reports to the Board at their scheduled meetings. This group also functions as the audit committee and the investment committee. They approve and present the next year's budget to the full Board for a vote each June as well as a five-year budget plan reflecting the mission and strategic plan as reviewed and updated annually.

The budget process starts in the spring with meetings of the VPFA, the vice president for academic affairs (VPAA) and the department chairs. Institutional priorities associated with the college's mission and strategic plan are reviewed and incorporated. The challenge is always to accomplish as much as possible in terms of program and facility enhancement given the parameters of expected revenues. The total budget is comprised of separate budgets for each department with the chairperson having authority over expenditures. Budget progress is monitored with the Finance Committee and the individual department chairs throughout the year.

Although there have been many fiscal challenges in the growth of the college, the balance sheet has consistently been healthy. Total net assets have gone from \$3,698,108 on June 30, 1997, to \$8,168,286 on June 30, 2009, a 221% increase (Note 4).

It is recognized that the greatest sphere of influence is in the area of tuition and fees. Tuition rates have been raised over 344% in the last ten years but they still remain lower than most similar colleges. The plan is to continue raising tuition as much as is realistically possible in order to support the high quality, equipment-intensive programs offered by Watkins.

The finance committee and the VPFA oversee the management of the endowment funds to ensure the best possible return. Watkins has received permanently restricted scholarship funds in the last four years, which will enable the college to provide additional scholarships.

Fundraising efforts are continually refined and evaluated in order to succeed in the highly competitive world of philanthropy. It is recognized that the college needs a substantially larger endowment fund to support its operations and to provide for the institution's continued health. Of necessity, all fundraising efforts have had to concentrate on annual fund giving and the capital campaign for the college's permanent campus. Once the capital campaign is completed and the institution enjoys a larger roster of major donors, planning can begin for an endowment campaign. In early 2008, our permanent endowment increased by 84% as the result of a major bequest from a deceased commissioner.

The accounting policies and procedures of the college are designed to record transactions, organize the data into informative reports and provide adequate control over the resources of the organization. They are formulated according to the professional standards of generally accepted accounting principles or GAAP. Each year external auditors conduct an audit. Watkins has consistently received unqualified opinions.

Following this page are additional documents:

- Watkins Financial Ratios and Data (Notes 1 – 11)
- Watkins Budget 2009-2010 (Appendix 2.11.1-1)
- Schedule of Changes in Unrestricted Net Assets (Appendix 2.11.1-2)
- Assets and Liabilities, Fund Balances, and Net Income (Appendix 2.11.1-3)
- Independent Auditors' Report 2006-2007 (Appendix 2.11.1-4)
- Independent Auditors' Report 2007-2008 (Appendix 2.11.1-5)
- Independent Auditors' Report 2008-2009 (Appendix 2.11.1-6)

Core Requirement 2.11.2

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Minimum Documentation Required

1. Provide information as requested in Part A.
2. Provide narrative describing the adequacy of physical resources to support its programs and services.

CORE REQUIREMENT 2.11.2

Watkins College of Art & Design is in compliance with **Core Requirement 2.11.2 (Physical Resources)**.

All academic activities of the college are presently housed in a 60,000 square foot building specifically renovated in 2001 to accommodate the college. The building is loosely divided around its perimeter by the academic disciplines, with studios, labs, and faculty offices for each respective discipline in close proximity. The central core of the building, which includes an atrium, is primarily occupied by the library, the gallery, the theatre, and the café. The building is equipped for wired and wireless communications throughout.

The area occupied by the Film School contains two sound stages with set pieces, a sound recording studio, a Foley stage, digital and film edit bays, and a small presentation theatre. There are offices for seven faculty and a small faculty work area. There is an equipment checkout cage with cameras, lighting, and other kinds of cinematic equipment available for student use. The program is also supported by the 200-seat theatre with film, video, and digital projection and THX surround sound, located in the central core of the building.

The Department of Fine Arts area contains specialized studios for ceramics, wood, and metal fabrication. An adjacent kiln yard, foundry, and covered outdoor fabrication area are accessible through roll-up bay doors. Painting, drawing, and printmaking have their own studios, and there are two general-use design classrooms with projection equipment. There are five faculty offices in this area. The college has a 1,125 square foot enclosed gallery, two small exhibit/performance nooks, and additional designated display areas equipped with fixtures. On rotating display throughout the college are numerous works from the permanent collection.

Graphic Design is supported by three Mac-equipped computer labs networked to a large-format printer. There are two faculty offices in this area. The Interior Design area features an AutoCAD lab with plotters, a samples room, and two general use classrooms with projection. There are three faculty offices in this area.

Photography is housed in an environmentally segregated area that contains a large multi-bay darkroom and several smaller individual-use darkroom carrels, a lighting studio, a color processor, and an equipment checkout cage. There are two faculty offices in this area. There are four general use classrooms with projection equipment shared by all disciplines and the general education program, and the building contains a number of additional offices and work areas.

The college is supported by a long-range campus master plan, which presently projects several additional academic structures. An initial floor plan and elevations for a new 15,000 square foot academic building have been prepared, and discussions of funding strategies have begun for this facility. At present, it is being designed to accommodate the library at double its current size, the Department of Graphic Design, and the non-academic Community Education division. The proposed relocation of these units to the new facility will allow the academic units remaining in the larger building to expand into the space they currently occupy.

Core Requirement 2.12

Applicant Institutions do not address this requirement.

Section 3
Comprehensive Standards

**INSTITUTIONAL MISSION, GOVERNANCE,
AND EFFECTIVENESS**

Comprehensive Standard 3.1
Institutional Mission

- 3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

COMPREHENSIVE STANDARD 3.1

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.1 (Institutional Mission)** and its section **3.1.1 (Mission)**.

Mission of Watkins College of Art & Design

Watkins College of Art & Design offers a studio-based curriculum, supported by a strong academic foundation. The faculty and staff are committed to a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill into an active realization of creative potential.

The mission represents a commitment by the Watkins academic community of students, faculty, and staff to these goals:

Learning-Centered Environment — The focus of the institution is on educational outcomes. Based on ongoing assessment of student learning, the institution is dedicated to improving programs, curricula, and instruction.

Engage the Mind — Watkins students demonstrate critical, analytical thinking skills. The General Education program and the five academic major programs combine to enable and enhance every student's ability to think critically and analytically.

Train the Eye — Watkins students understand and can apply the basic fundamentals and principles of the visual arts. The arts foundation component of the General Education program and the five academic major programs combine to insure that every student demonstrates proficiency in basic visual arts concepts and applications.

Cultivate Talent and Skill into an Active Realization of Creative Potential —Students who graduate from Watkins College are prepared to lead productive lives as artists, designers, or filmmakers.

The Mission (above) was carefully re-crafted in AY2005-2006 by an *ad hoc* committee chaired by the President and subsequently submitted to all constituencies for approval. It is used to guide the institution, particularly in its assessment activities. It has been reviewed annually since its inception and approved by the Board of Trustees. The most recent approval was at the Board Meeting on September 24, 2009.

It appears in all internal and collateral publications, including the catalog, handbooks, and the website at www.watkins.edu.

Comprehensive Standard 3.2 Governance and Administration

- 3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO Evaluation/Selection)**
- 3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing Board Control)**
 - 3.2.2.1** institution's mission;
 - 3.2.2.2** fiscal stability of the institution;
 - 3.2.2.3** institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and
 - 3.2.2.4** related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.
- 3.2.3** The board has a policy addressing conflict of interest for its members. **(Board Conflict of Interest)**
- 3.2.4** The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External Influence)**
- 3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board Dismissal)**
- 3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/Administration Distinction)**
- 3.2.7** The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational Structure)**
- 3.2.8** The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Qualified Administrative/Academic Officers)**
- 3.2.9** The institution defines and publishes policies regarding appointment and employment of faculty and staff. **(Faculty/Staff Appointment)**
- 3.2.10** The institution evaluates the effectiveness of its administrators on a periodic basis. **(Administrative Staff Evaluations)**
- 3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of Intercollegiate Athletics)**
- 3.2.12** The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. **(Fund-Raising Activities)**

- 3.2.13** Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. **(Institution-Related Foundations)**
- 3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual Property Rights)**

COMPREHENSIVE STANDARD 3.2

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.2 (Governance and Administration)**, and its sections **3.2.1 (CEO Evaluation/Selection)**, **3.2.2 (Governing Board Control)**, **3.2.3 (Board Conflict of Interest)**, **3.2.4 (External Influence)**, **3.2.5 (Board Dismissal)**, **3.2.6 (Board/Administration Distinction)**, **3.2.7 (Organizational Structure)**, **3.2.8 (Qualified Administrative/Academic Officers)**, **3.2.9 (Faculty/Staff Appointment)**, **3.2.10 (Administrative Staff Evaluations)**, **3.2.12 (Fund-Raising Activities)**, and **3.2.14 (Intellectual Property Rights)**. The requirements for sections **3.2.11 (Control of Intercollegiate Athletics)**, and **3.2.13 (Institution-Related Foundations)** do not apply to this institution. Watkins College of Art & Design does not participate in intercollegiate athletics nor does it have any institution-related foundations.

The chief executive officer of the College is appointed by the Board of Trustees (*Trustees of Watkins Institute By-Laws*, Article VI, Section 1; see Appendix 2.2-4). The president is evaluated annually by the full Board of Trustees and evidence of this can be found in the Board minutes. The presiding officer of the Board of Trustees is the Board Chair, elected by the Trustees. The president of the College is an *ex officio*, non-voting member of the Board of Trustees and reports directly to the Board.

The powers and duties of the Board of Trustees (including the commissioners) are described in Article III, Section 4 of *Trustees of Watkins Institute By Laws*:

The affairs of the Corporation shall be managed by the Board of Trustees with the duty of improving the ability of Watkins Institute through Watkins College of Art & Design to serve the community at large. The Board of Trustees shall perform all duties and functions ordinarily and customarily performed by trustees of educational institutions. The Trustees shall perform such duties and functions in compliance with Samuel Watkins' Will and Applicable Law. The Board of Trustees specifically establishes, approves, evaluates, and from time to time amends the institution's official mission statement. In addition, the Board is responsible for the fiscal stability and well-being of the institution and approves all institutional policy, including policies and by-laws of related or affiliated entities and auxiliary services, including but not limited to the community support organization known as Friends of Watkins, the College faculty senate, the student forum, and any other staff, faculty, or student groups affiliated with Watkins, using Watkins' facilities, or using any form of the name of the College. While the Board of Trustees functions as the policy-making authority for Watkins College of Art & Design, it recognizes and supports the college administration and faculty as the appropriate agents for implementing policy and operating the institution on a day-to-day basis.

The *By-Laws* also recognize the institution's unique relationship to the State and address the important distinctions that exist among the institution, the State, and the Board:

Reflecting the unique trusteeship with the State of Tennessee, the Board of Trustees acknowledges its reporting and other responsibilities to the State as well as the State's responsibilities to the Institute. While mindful of the specific provisions of the trusteeship, the Board of Trustees has primary responsibility for the operating policies of the Institute and College, and takes special care to protect the corporation and the educational institution from undue influence or interference by political or other external bodies. (Article III, Section 4)

Conflicts of interests are defined and specifically prohibited in the Board *By-Laws*:

A Trustee shall be considered to have a conflict of interest if (a) such Trustee has existing or

potential financial or other interests which impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of responsibilities to the Corporation, or (b) such Trustee is aware that a member of her or his family (which for purposes of this paragraph shall be a spouse or a child) or any organization in which such Trustee (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests, and/or (c) when a transaction by the Board or the Corporation creates an excess benefit to a Trustee. All Trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time and shall complete a standard conflict-of-interest disclosure form at each annual meeting in June. No Trustee shall vote on any matter, under consideration at a Board or committee meeting, in which such Trustee has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee having a conflict of interest abstained from voting. Any Trustee who is uncertain whether she or he has a conflict of interest in any matter may request the Board or the Executive Committee to determine whether a conflict of interest exists, and the Board or Executive Committee shall resolve the question by majority vote. The Executive Committee each July shall monitor and assess all potential conflicts of interest and shall take appropriate actions when conflicts are discovered. Nothing in this article shall be interpreted to limit a Trustee or members of her/his family from participating in transactions with or providing services to the Corporation provided that (a) such transactions and services are in the best interest of the Corporation, and (b) no excess benefit accrues to the Trustee or members of his/her family. (Article XII)

Along with the conflict of interest policy of Article XII of the *By-Laws*, "the Board of Trustees has primary responsibility for the operating policies of the Institute and College, and takes special care to protect the corporation and the educational institution from undue influence or interference by political or other external bodies." (Article III, Section 4).

The Board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process:

New members of the Board of Trustees shall be nominated by the Membership and Board Operations Committee, approved by the Commissioners, and elected by a majority of the votes cast at any meeting of the Board. No compensated member of the faculty nor the staff of Watkins College of Art & Design, other than the President, shall be a member of the Board. Any member of the Board of Trustees may be removed from office, for cause, at any meeting of the Board by affirmative vote of two-thirds of the Trustees then in office. For the purposes of this Section, cause shall mean final conviction of a felony, declaration of unsound mind by court order, adjudication of bankruptcy, non-acceptance of office, or conduct prejudicial to the interests of Watkins Institute or Watkins College of Art & Design. (Article III, Section 2)

The Board recognizes a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy as stated in the by-laws. "While the Board of Trustees functions as the policy-making authority for Watkins College of Art & Design, it recognizes and supports the college administration and faculty as the appropriate agents for implementing policy and operating the institution on a day-to-day basis" (Article III, Section 4).

Under the institution's organizational design, three vice presidents, a director, and an executive assistant report directly to the president. A copy of the organizational chart is attached (see Part A). The Strategic Plan, published annually by Watkins College of Art & Design states:

The president is delegated authority by the Board of Trustees to oversee the academic and administrative affairs of the institution. Reporting to the president are the vice president for academic affairs and dean of the faculty, vice president for institutional

advancement, vice president for finance and operations and the director of admissions. (Strategic Plan, 51)

The hiring of administrative and academic officers are based on the policy and procedures published in the *Operational Policies and Guidelines Manual* (See Appendix 2.3-1):

Every effort is made to hire employees for jobs that make the best use of their abilities and in which they will be able to be highly productive while achieving personal satisfaction on the job. Watkins is an equal opportunity employer. Individuals are hired solely upon the basis of their qualifications for the job and their ability to work effectively with others to do the job for which they have applied...Job openings are announced to employees and to the public concurrently. The President or his designee is responsible for conducting initial interviews, coordinating interviews with staff and/or volunteers, and securing reference checks on each final candidate. Selection will be based on a final comprehensive evaluation of applicants. The best-qualified applicant, who has the attributes necessary to become a productive employee, will be selected. Each new employee will receive a hire letter detailing important aspects of his or her position. (1.2)

Administrative staff evaluation policy and procedures are also outlined in the *Operational Policies and Guidelines Manual*:

The performance of all Watkins employees is reviewed on an ongoing basis and is formalized in an annual written performance review by the employee's supervisor. The purpose of the performance review program is to evaluate demonstrated performance and to identify areas for development. After an appropriate probationary period on the job, a new employee is given a formal performance review. Formal reviews are conducted annually thereafter. Established review dates provide employees with formal feedback on their performance at measurable, consistent intervals. (2.4)

The president oversees and supports the office for institutional advancement in “[all] fundraising including annual, capital, endowment, [and] gifts in-kind” (Strategic Plan, 67). The vice president for institutional advancement who reports directly to the president has the day-to-day responsibility and management authority for fundraising activities. The president of the college and the vice president for institutional advancement meet weekly and written reports from the office for institutional advancement regarding fundraising activities and gifts are submitted on a regular basis.

Policies concerning intellectual property rights are published within the *Operational Policies and Guidelines Manual*:

The College supports the development, production, and dissemination of intellectual property by its faculty members. With regard to ownership of intellectual property, the College supports the general principles and policies currently endorsed by the American Association of University Professors. (8.14)

Comprehensive Standard 3.3
Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional Effectiveness)**

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

COMPREHENSIVE STANDARD 3.1

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.1 (Institutional Effectiveness)**.

Beginning with the 2003–2004 academic year, each of the five academic departments and all non-academic units at Watkins College of Art & Design reviewed and revised their institutional effectiveness plans using a reporting format derived from SACS-COC recommendations. Two years earlier, all departments had prepared assessment plans that were reviewed and approved by the institution's national accrediting organization, the National Association of Schools of Art and Design (NASAD). The Interior Design Department had also submitted an assessment plan to the national accrediting association for interior design, the Foundation for Interior Design Research (FIDER, now CIDA).

The *Watkins College of Art & Design Institutional Effectiveness Report for Academic Year 2008-2009* is included as Appendix 3.3.1-1. This document provides persuasive evidence the College is in compliance with the requirements of this Standard.

The most obvious fact is that the process of improvement that was observed through examination of the previous reports has continued. The present report is an insightful, comprehensive document, and provides ample evidence of the various ways assessment and improvement have become natural, intrinsic features of the academic culture.

At a more concise level, all academic units have been successful in refining their approach to the assessment of learning, so that generalities have given way to specificity, assessment has obviously lead to action, and the terminology used to define achievement has been qualified and standardized. In particular, all units have defined their achievement scales so that it is quite clear what a score means as well as how it compares to other scores.

There is substantial evidence of ongoing improvement as a result of assessment. Academic units have provided evidence of their review and realignment of their mission (relative to the institutional mission), and of the ways they are using assessment to inform decisions about courses and curricula. For example, the Department of Fine Arts formalized a new foundations matrix and included it in their documentation to demonstrate how they had begun to develop the Visual Arts Core prescribed in the revised General Education Program. All programs included evidence of program and individual achievement as well as providing forecasts for the near short term for their programs, following the example set by the institution's Strategic Plan.

In order to demonstrate necessary relationships between academic unit assessment and individual classes, the current IE Report contains a sample course outline and syllabus for a class held during the academic year in addition to the comprehensive unit documentation. These documents, while reflecting the diversity of the instructional staff that prepared and delivered them, clearly define course objectives, learning strategies, resources, evaluation criteria, etc, and demonstrate how the mission of the institution is made manifest within its classrooms.

In order to make this information readily accessible at a number of levels, the comprehensive document has been categorically organized, and includes a full set of summary charts, both for academic and for administrative units. For the reader wanting a quick comparison of major features, these charts have a common structure and deploy similar language. By examining and comparing the few pages devoted to unit summaries, a broad overview of the institution can be developed from a relatively brief reading.

For those readers requiring further detail, a more extensive assessment is provided in narrative form. While the core information is essentially the same as that provided by the summary charts, the narratives provide extensive access to the rich, robust character of the college's academic programs

and of the efficient administrative system that supports them.

These documents are organized into two sections, each section being introduced by an executive summary. The sample course outline and syllabus record is included at the end of the report.

Comprehensively, these documents demonstrate command of an efficient and effective assessment process at all levels of the organization, evidenced by the reports produced by the stakeholders in each unit and the executive summaries that accompany the reports. In keeping with academic best practices, the assessments themselves are designed to provide a comprehensive, qualitative overview of all activities associated with learning and academic support. In addition, they are designed around measures that provide a substantial record in the form of quantitative data so that success on these outcomes can be compared to those of peer institutions as well as to state, regional, and national data.

The institution's current *Strategic Plan 2009-2010 to 2013-2014* is included as appendix 2.5-1.

The most recent *Institutional Effectiveness Plan and Report for Academic Year 2008-2009* is included as Appendix 2.5-2.

PROGRAMS

Comprehensive Standard 3.4

Educational Programs: All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work) *(See Commission policy "Distance Education.")*

- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic Program Approval)**
- 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing Education/Service Programs)**
- 3.4.3** The institution publishes admissions policies that are consistent with its mission. **(Admissions Policies)**
- 3.4.4** The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(See Commission policy "The Transfer or Transcribing of Academic Credit.")* **(Acceptance of Academic Credit)**
- 3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic Policies)**
- 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for Awarding Credit)**
- 3.4.7** The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. **(Consortial Relationships/Contractual Agreements)**
- 3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to Credit)**
- 3.4.9** The institution provides appropriate academic support services. **(Academic Support Services)**

- 3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for Curriculum)**
- 3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic Program Coordination)**
- 3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology Use)**

COMPREHENSIVE STANDARD 3.4

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.4 (Educational Programs: All Educational Programs)** and its sections **3.4.1 (Academic Program Approval)**, **3.4.2 (Continuing Education/Service Programs)**, **3.4.3 (Admissions Policies)**, **3.4.4 (Acceptance of Academic Credit)**, **3.4.5 (Academic Policies)**, **3.4.6 (Practices for Awarding Credit)**, **3.4.7 ((Consortial Relationships/Contractual Agreements)**, **3.4.9 (Academic Support Services)**, **3.4.19 (Responsibility for Curriculum)**, **3.4.11 (Academic Program Coordination)**, and **3.4.12 (Technology Use)**. The institution does not presently award academic credit for course work taken on a non-credit basis, so section **3.4.8 (Noncredit to Credit)** does not apply.

Complete information regarding the institution's academic policies can be found in the *Operational Policies and Guidelines Manual for Watkins College of Art & Design*, included as Appendix 2.3-1. To make this information more accessible and utilitarian, pertinent sections have been extracted, and additional pertinent information has been added, to create the Faculty Handbook, which is reviewed and revised at the beginning of each academic year. A copy of this document is provided below as Appendix 3.4-1.

Academic program changes are submitted to a standing Curriculum Committee (described in the OPGM) comprised of faculty members and the Registrar, which recommends curricular changes to the VPAA for approval. Academic policies, including policies for accepting and awarding credit, are provided to students and faculty primarily in a special section of the catalog, which is also revised annually. The College does not presently accept non-credit course work for credit, so it has no policy in place for this transfer. The effectiveness of the curriculum is assessed at least every year during the annual IE process (in addition to *ad hoc* assessments when needed). Curricular change is an on-going dynamic managed within this context. It is driven by faculty initiative and advised by the assessment process.

Academic departments are managed by a cadre of Chairs who report to the Vice President for Academic Affairs. A table of their qualifications is included below as Appendix 3.4-3.

The institution presently has no consortial agreements that require other institutions to provide necessary coursework. However, the College does participate in two 2+2 articulation agreements with area community colleges, and provides some coursework to students at nearby Fisk University according to the terms of an academic partnership with that institution. Copies of the agreements that govern these relationships are included below as Appendix 3.4-2.

Academic support services, including those offered by the Library, are fully described in other sections of this document. Also provided is information about technology use and instruction. A packet of library collateral and instructional materials is included in a separate folder. Copies of similar materials used by the Community Education and Enrichment youth and adult programs is also included in a separate folder.

Following this page are additional documents:

- Appendix 3.4-1 – Faculty Handbook 2009-2010
- Appendix 3.4-2 – Academic Partnership Documents
- Appendix 3.4-3 – Academic Management Staff

Comprehensive Standard 3.5
Educational Programs: Undergraduate Programs

- 3.5.1** The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-Level Competencies)**
- 3.5.2** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. *(See Commission policy “The Transfer or Transcribing of Academic Credit.”)* **(Institutional Credits for a Degree)**
- 3.5.3** The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate Program Requirements)**
- 3.5.4** At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal Degrees of Faculty)**

COMPREHENSIVE STANDARD 3.5

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.5 (Educational Programs: Undergraduate Programs)** and its sections **3.5.1 (College-Level Competencies)**, **3.5.2 (Institutional Credits for a Degree)**, **3.5.3 (Undergraduate Program Requirements)**, and **3.5.4 (Terminal Degrees of Faculty)**.

The General Education Program enables students to enter advanced coursework as critical, analytical thinkers able to understand and solve problems, to have a perspective about those problems in their historical, cultural, and physical context, and to express effectively their thinking about those problems as writers and speakers. Other specific required and elective courses in General Education provide a fundamental visual arts core curriculum that collectively insures that students understand and are proficient in the basic principles and applications that form the foundation for students to succeed in their major programs as artists, designers, photographers, or filmmakers.

Watkins College of Art & Design General Education Program 60 Hours

General Education Core Requirement

COM	220	<i>Fundamentals of Speech Communication</i>	3
ENG	101	English Composition I	3
ENG	102	English Composition II	3
HIS	101	World Civilizations I	3
HIS	102	World Civilizations II	3
MAT	101	<i>Applied Mathematics</i>	3
ANT	101	<i>Anthropology</i>	3
SCI	310	History of Scientific Thought	3
ART	101	Art History Survey I	3
ART	102	Art History Survey II	3
Core Total			30 Hours

New Courses in ***Boldface Italics***

General Education Elective Explorations – Select Three Courses*

ART	221	20 th Century Art History (ART 102)	3
ART	222	Art History – Special Topics (ENG 102)	3
ART	321	Contemporary Art History (ART 221)	3
ENG	310	Creative Writing (ENG 102)	3
ENG	410	Classic Literature	3
ENG	420	The Other in Literature	3
HUM	201	Art & Design Explorations Abroad (ART 102)**	3
HUM	220	World Mythologies	3
FLM	201	The Early Development of Cinema	3
FLM	202	Modern International Cinema	3
FLM	271	Special Topics in Film	3
GRD	101	History of Graphic Design	3
IND	206	Historical Interiors I	3
IND	207	Historical Interiors II	3
PHO	101	History of Photography I	3
PHL	220	Introduction to Philosophy	3
PHL	301	Ethics	3
Select Three			9 Hours

*Some of these courses may be required by a student's major.

**Discounted Tuition

Visual Arts Core Requirement

ART 161	2-D Design/Color Fundamentals	3
ART 162	Drawing I	3
ART 163	3-D Design	3
ART 164	4-D Design	3
VA Core Total		12 Hours

Visual Arts Elective Explorations – Select Three Courses*

ART 112	Drawing II (ART 162)	3
ART 201	Figure Study I (ART 112)	3
ART 202	Figure Study II (ART 201)	3
ART 231	Sculpture I (ART 161, 162, 163, PHO 121)	3
ART 241	Painting I (ART 161, 162, 163, PHO 121)	3
ART 251	Clay I (ART 161, 162, 163, PHO 121)	3
ART 252	Clay II (ART 251)	3
ART 261	Printmaking I (ART 112, 161, 251)	3
ART 335	Time Based Media (ART 164)	3
FLM 103	Elements of Film Art (ART 162, ENG 101, PHO 121)	3
FLM 112	Tech I (ENG 101, PHO 121)	3
FLM 204	Introduction to Screenwriting (ENG 102, FLM 103)	3
FLM 210	Film Production I (ENG 102, FLM 103, 112)	3
FLM 262	Acting for Directors (FLM 103)	3
GRD 151	Fundamentals of Communication Design (ART 161)	3
GRD 121	Typography I (ART 161)	3
GRD 230	Computer Studio I (GRD 110, 121)	3
GRD 321	Illustration (GRD 210, 230, 231)	3
IND 101	Design Fundamentals	3
IND 111	Architectural Drawing I	3
PHO 121	Photography I	3
PHO 231	Photography II (PHO 121)	3
PHO 251	Digital Imaging (ART 161, PHO 121)	3
PHO 261	Alternative Processes (PHO 251)	3
PHO 352	Experimental Video (PHO 251)	3
Select Three		9 Hours

New Courses in **Boldface Italics**

*Some of these courses may be required by a student's major. Visual Arts Elective courses are open to all students on a space available basis with majors within the discipline having first priority.

General Education Total
60 Hours

A comparison of the General Education Program section of the Institutional Effectiveness Plan and Report for 2006-2007 with the same section from the 2005-2006 report quickly reveals that, under new leadership, the unit has substantially clarified its mission statement, revised the language deployed to identify its learning outcomes (although, from the institution's perspective, the content of these objectives has not been changed), substantially improved the Strategies section of the IE Plan (an indication also of a marked increase in the level of analysis being brought to bear on the program), and expanded the various types of assessment being utilized. Linkages have been improved, as well, and now there is a direct, observable connection between the institutional mission, the mission of the General Education Program, and the objectives stated for the program all the way down to the learning objectives identified for core courses. As might be expected, these

improvements are the direct result of a focused, continuous assessment of the program and of a year's worth of purposeful dialogue among the various constituencies involved with the program (essentially everyone at the institution) under the leadership and guidance of the Director and of the Office of Academic Affairs.

Acknowledging that this marked improvement was necessary requires an understanding of the history of the General Education Program at Watkins. Prior to August 2006, there was no formal unit within the organization's structure dedicated to the academic core. Of course, there was a group of classes chosen and developed to provide the necessary educational components for the degree programs. These were loosely grouped into a category misnamed Liberal Arts, but they functioned without the benefit of an assigned director and without any real organizational structure internal to the program.

Recognizing that this situation was insufficient and likely substandard, the institution, in academic year 2005-2006, under the leadership of the President, formed an ad hoc General Education Committee specifically to develop an organizational structure for core studies, to restructure the coursework to be identified with the core, and to search for and employ a qualified faculty member to direct the new program. The work of the Committee produced the desired results, and in August 2006, the new Director of the General Education Program (an art historian) took his post, the new curriculum was presented to the Office of Academic Affairs for implementation, and the Committee, having done its work, was disbanded. At its next scheduled meeting, the Educational Affairs Committee of the Board of Trustees reviewed and endorsed the plan, which was then reviewed and approved by the full Board. In October, planning began in earnest to bring the plan to full implementation starting with the Spring 2007 semester.

By January, a number of the courses in the core had been revised to align with the new curriculum plan and were offered for enrollment. This involved some revision of nomenclature, but primarily consisted of an analytical review of learning objectives and educational strategies within course content to ensure that the new general education mission was being fully supported. A number of courses were given new names and numbers, and revised course descriptions and syllabi were crafted and put into effect. In order to integrate these revisions into the institution's publication record as quickly as possible, a decision was also made to abandon the second scheduled year of deployment for the 2006-2008 catalog, and a new catalog for 2007-2008 was produced over the summer so that students entering the college in August could have a clear understanding of the structure of the revised General Education Program and of how it would impact their course of studies. A copy of the present catalog follows as Appendix 3.5.1-1. Within this process, the structure and nomenclature of the Visual Arts Core of studies was also revised, and this change provided additional impetus for the decision.

At this point in time (October 2007), the deployment of the revised plan is well under way. Many of the courses in the new curriculum have already been offered (as revised from their previous iteration within Liberal Arts) and additional selections, including several courses new to Watkins, have been scheduled for the Spring 2008 semester.

Equally as important, General Education at Watkins is now under capable management, and the vital tasks of continuous assessment and improvement and now being brought fully to bear on this segment of the institution's academic program. A review of the Institutional Effectiveness Plan and Report for the General Education Program for Academic Year 2008-2009 (included above as part of Appendix 3.3.1-1) will affirm this claim.

Some improvements are quickly obvious. The mission statement has been substantially clarified into a straightforward declaration of intent, and leads the reader directly to the Desired Learning Objectives. These four statements, also substantially improved, clearly identify what the General Education Program contributes to each student's education, without relying on the very general preface to acquire "good skills" or a "good grasp" of content.

A number of very insightful strategies have then been developed and identified, all designed to improve student learning, to improve the quality of education, and to improve the ability of the unit to provide the coursework and support structures necessary to achieve student success. Notable among these strategies is the need to hire an additional faculty member specifically to teach within the General Education Program, and specifically to teach coursework in English Composition. This choice of disciplinary qualifications was an easy one to make. Watkins places great value on the ability of its graduates to be effective communicators, and to have well-developed critical and analytical thinking skills. The decision to expand the faculty with the addition of an educator skilled in compositional writing is the only reasonable choice. Since the director is a historian, this also means that between the two, and enhanced by the contributions of the visual arts faculty, all aspects of the four learning outcomes for the program will have expert oversight from the faculty.

It is obvious to any observer that the decision made in 2005-2006 to hire a director for the program was momentous. The efforts of this individual have made vast improvements in the provision of core studies for Watkins students, and in the manner in which General Education functions within the curriculum of the institution. It is just as obvious that this effort, even given its remarkable level of efficacy, could be improved with additional faculty resources specifically assigned to General Education. This planned hire (the search is presently under way) will place an additional qualified educator entirely within the program where she or he will work with the Director to further develop the program itself, to manage the various curricular offerings most closely associated with her or his discipline, and to advise and assist students relative to general education and within the BA in Art degree program. And, while this hire will double the cadre of full-time faculty assigned to the unit, in the institution's strategic planning, an additional hire has been identified for the 2008-2009 academic year, which will provide an opportunity for further targeted improvements.

It is also important to realize that the learning objectives of the General Education Program are supported by assessments taken outside the program. In particular, the desired outcome that "graduates will master core visual arts concepts and abilities" lies more within the realm of the Visual Arts Core classes, most of which are offered by the Department of Fine Arts and are assessed by a number of formal and informal measures utilized throughout the academic programs (a good example is found as Outcome #2 – Graduates will possess a solid knowledge of design principles, an objective assessed during the Senior Portfolio Review Evaluation for students majoring in Graphic Design. In similar fashion, students are assessed on the second learning objective of the General Education Program – "graduates will acquire an historical, cultural, and physical context for objects in the material world, so that they have a deeper understanding of the context of their art" through objectives included in departmental assessments. As an example, students majoring in Film are evaluated on Outcome #2 of the BFA Film IE Plan, which tests the student's understanding of the major artistic trends and developments associated with narrative filmmaking from its beginnings to present day. Students are formally tested on this objective during the Senior Presentation Evaluation (this is a comprehensive test given in conjunction with the screening of the final projects for Production IV).

The assessments utilized within the General Education Program are being very carefully monitored. At present, however, there is nothing found within the scores generated by these measures that calls for drastic action. The ACT English scores for incoming students are invariably above the cut score for developmental intervention prescribed by academic best practice, and, since about 50% of incoming students are transfers from other institutions, many have already had one or both of the courses in the ubiquitous freshman composition sequence. Regardless of whether they take comp classes at Watkins or transfer them from other institutions, exiting Watkins students attain scores at satisfactory levels of achievement and improvement when tested with the CAAP. In 2006-2007, 70% of the senior students tested scored above the 50th percentile when compared to national scores, with almost half (46.32%) scoring in the top quartile. The average numerical score was 1.8 points higher than the national average on a 100-point scale. When tested for critical thinking, over half (55%) scored above the 50th percentile compared to national scores, with over a fourth (27.5%)

scoring in the top quartile. The average score was 1.5 points higher than the national average. When compared to incoming ACT English scores, 75% of students tested were performing at or above expected levels, with 8% scoring in the Higher than Expected category. Reported crosswalk statistics between CAAP and ACT Reading were unreliable because of a low N (2).

This does not mean that improvements cannot be made, but it does indicate that these students are thinking and writing well, and emergency strategies to effect improvement are not necessary. During the 2006-2007 academic year, Watkins joined the growing number of institutions participating in the BCSSE/NSSE testing program, and continues to survey students using the Noel-Levitz Student Satisfaction Survey in addition to internally developed instruments.

A majority of academic coursework at the institution is delivered by faculty holding the most advanced degree available in their respective disciplines. The ratios for Fall 2008 are:

Fine Art	77%
Film	57%
Graphic Design	64%
Interior Design	27%
Photography	100%

Comprehensive Standard 3.6

Educational Programs: Graduate and Post-Baccalaureate Professional Programs

- 3.6.1** The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs are progressively more advanced in academic content than its undergraduate programs. **(Post-Baccalaureate Program Rigor)**
- 3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate Curriculum)**
- 3.6.3** The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortial arrangements, the student earns a majority of credits through instruction offered by the participating institutions. *(See Commission policy "The Transfer or Transcribing of Academic Credit.")* **(Institutional Credits for a Degree)**
- 3.6.4** The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-Baccalaureate Program Requirements)**

COMPREHENSIVE STANDARD 3.6

Watkins College of Art & Design does not presently offer any graduate degree programs nor does it offer any coursework at the post-baccalaureate level. Therefore, the requirements of this standard are not applicable to this institution.

Comprehensive Standard 3.7

Faculty

- 3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See Commission guidelines "Faculty Credentials."*) **(Faculty Competence)**
- 3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty Evaluation)**
- 3.7.3** The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty Development)**
- 3.7.4** The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic Freedom)**
- 3.7.5** The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty Role in Governance)**

COMPREHENSIVE STANDARD 3.7

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.7 (Faculty)** and its sections **3.7.1 (Faculty Competence)**, **3.7.2 (Faculty Evaluation)**, **3.7.3 (Faculty Development)**, **3.7.4 (Academic Freedom)**, and **3.7.5 (Faculty Role in Governance)**.

A copy of the Roster of Instructional Staff is provided below as Appendix 3.7.1-1. Faculty participate annually in an assessment process in which they prepare and submit a portfolio of documentary evidence related to Teaching, Research or Creative Activity, and Service and a formalized Self-Evaluation. They are then provided with a formal summary evaluation prepared by their academic chairperson. These documents are forwarded at the end of the spring semester to the Office of Academic Affairs, where they are reviewed and available for inspection by other officers through the summer. At that point, they are returned to the individual faculty member so that new material collected during the subsequent year can be added in preparation for the next assessment cycle. So that this material will be readily available for review during the site visit, these portfolios will be held in the document room at the college until the end of the fall semester during this academic year only.

The institution provides funds for faculty travel, conferences, workshops, and other purposes through the budgets allocated to academic departments. Watkins faculty make considerable use of these funds. A copy of the institutional budget, which identifies these funds in aggregate, is provided above as Appendix 2.11.1-1.

Policies and guidelines regulating academic freedom and the faculty's role in governance are provided in the Operational Policies and Guidelines Manual, provided above as Appendix 2.3-1. A Faculty Handbook is also provided that extracts policies specific to academics and adds language to make the document easily accessible to faculty and other users. Within these documents, in addition to other relevant information, the By-Laws of the Faculty Senate are also provided. A copy of these By-Laws is provided below as Appendix 3.7.2-1.

These documents follow this page:

- Appendix 3.7.1-1 – Roster of Instructional Staff
- Appendix 3.7.2-1 – Faculty Senate By-Laws

Comprehensive Standard 3.8
Library and Other Learning Resources

- 3.8.1** The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/Information Resources)**
- 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of Library Use)**
- 3.8.3** The institution provides a sufficient number of qualified staff – with appropriate education or experiences in library and/or other learning/information resources – to accomplish the mission of the institution. **(Qualified Staff)**

COMPREHENSIVE STANDARD 3.8

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.8 (Library and Other Learning Resources)** and its sections **3.8.1 (Learning/Information Resources)**, **3.8.2 (Instruction of Library Use)**, and **3.8.3 (Qualified Staff)**.

Extensive descriptions of library services are provided above in sections 2.9, 2.10, and other places. A copy of library instructional and other collateral materials is provided in a separate folder included with this documentation.

The Library is staffed by one full-time MLIS qualified library director and three part-time MLIS qualified librarians, one of whom is specially qualified as a cataloger. Resumes for these individuals is provided below as Appendix 3.8-1.

As a result of assessment provided during the Candidacy Committee Site Visit, the library has recently been significantly improved through extensive remodeling, new shelving throughout the facility, reorganization to follow the Library of Congress classification system, and development and implementation of an aggressive collection development initiative. As a result of these efforts, the library is now exhibiting its full potential as a functional academic learning center.

Comprehensive Standard 3.9
Student Affairs and Services

- 3.9.1** The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student Rights)**
- 3.9.2** The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data. **(Student Records)**
- 3.9.3** The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. **(Qualified Staff)**

COMPREHENSIVE STANDARD 3.9

Watkins College of Art & Design is in compliance with sections **3.9.1 (Student Rights)**, and **3.9.2 (Student Records)**. However, because of the present vacancy in the position of Director of Student Life, the institution is not in compliance with section **3.9.3 (Qualified Staff)**, and is therefore in partial compliance with **Comprehensive Standard 3.9 (Student Affairs and Services)**.

In October 2008, the founding Director of Student Life departed the college for another post at a major state university. As her legacy, she left the office in excellent condition, with a rich array of services available to students. A national search was immediately begun, and it culminated in a hire that met with universal approval within the college.

However, in the first few months following the hire, it became quickly evident that the position and the individual were a poor match, and she resigned her post right at the end of the academic year. While a new search was immediately launched, as of this writing, the work of the committee has just begun. It is anticipated that a new director for this office will be in place in early spring 2010.

In the interim, the Office of Academic Affairs has appealed to the college community for contingency support so that students can continue to have uninterrupted access to the high level of service customarily supported by the Office of Student Life. Two senior faculty members have come forward as volunteers to staff the office as a tag-team to meet students' expectations that they will find a seasoned advisor when they come to the office for service. They are capably supported by the president of the Student Government Association, by numerous student volunteers, and by the institution's Career Services Coordinator.

The functions of the student life office that specifically provide oversight for the institution's housing and residence life activities have been placed under the co-management of two staff volunteers who have been involved with these activities since the opening of the first dorm, although they have since moved into other areas of institutional operations. A very capable student worker provides clerical support to them. This entire management team meets with the VPAA at regular intervals to ensure that smooth, uninterrupted service is provided to the student body.

As a result of this sequence of events, and, in particular, because of the replacement director's abrupt departure at the end of the academic year, this office is not presently staffed with any individual who is qualified to serve as a student life officer, although it is the institution's belief that students are being appropriately served during this interim period. There have been no complaints from students regarding any deficiency in student services. Watkins will be very pleased to provide periodic action reports to the Commission regarding progress made in correcting this unfortunate situation.

Student Records at the institution are managed in the Office of the Registrar, where they are kept under strict security and their use is monitored for FERPA compliance. Electronic records are maintained in the institution's Empower data management system, access to which is password protected. This system is backed-up under strict security off-site. The complete operations manual for the Office of the Registrar is available on-site.

RESOURCES

Comprehensive Standard 3.10
Financial Resources

- 3.10.1** The institution's recent financial history demonstrates financial stability. **(Financial Stability)**
- 3.10.2** The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. **(Submission of Financial Statements)**
- 3.10.3** The institution audits financial aid programs as required by federal and state regulations. **(Financial Aid Audits)**
- 3.10.4** The institution exercises appropriate control over all its financial resources. **(Control of Finances)**
- 3.10.5** The institution maintains financial control over externally funded or sponsored research and programs. **(Control of Sponsored Research/External Funds)**

COMPREHENSIVE STANDARD 3.10

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.10 Financial Resources** and its sections **3.10.1 (Financial Stability)**, **3.10.2 (Submission of Financial Statements)**, **3.10.3 (Financial Aid Audits)**, and **3.10.4 (Control of Finances)**. The institution does not presently participate in any externally funded research or other programs, therefore the requirements of section **3.10.5 (Control of Sponsored Research/External Funds)** do not apply.

Narrative providing commentary about financial stability and control of financial resources is located above in sections 2.11.1, and the necessary external audit documents are provided as appendices to that section. The institution has been required to submit financial statements to SACS only once in addition to the self-study documentation. Prior to this time, financial statements have been provided to NASAD as required for federal financial aid reporting compliance.

Comprehensive Standard 3.11
Physical Resources

- 3.11.1** The institution exercises appropriate control over all its physical resources. **(Control of Physical Resources)**
- 3.11.2** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional Environment)**
- 3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities. **(Physical Facilities)**

COMPREHENSIVE STANDARD 3.11

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.11 (Physical Resources)** and its sections **3.11.1 (Control of Physical Resources)**, **3.11.2 (Institutional Environment)**, and **3.11.3 (Physical Facilities)**.

Watkins is located on a thirteen-acre campus. We have no facilities off campus. We own and operate, in house, the three buildings on the property. Landscaping, trash disposal, electrical, plumbing, HVAC and roofing are contracted out and overseen by the facilities director. All remaining maintenance, general and specific, is done in house by facilities.

A day manager, working for facilities, and accountable to the director, oversees the reception and front desk responsibilities. Forty security cameras operate inside and outside the buildings giving the front desk personnel a complete view of the entire campus. The desk is also manned at night by one full-, and one part-time security officer, contracted out by facilities seven days a week.

Currently Watkins has no off site facilities. Three buildings exist on the campus that are owned and operated by the college. They are the sixty thousand square foot academic building, and the two, three story residence halls, Turner and Hawkins. The residence halls house forty-eight students in twelve apartments per building.

The academic building is split proportionally, based on program size and curriculum, into designated and undesignated classroom space. Each designated space has been tailor made to fit the particular requirements of the classes that are held in it. General classroom space is used for core requirement classes as well as non-specific electives that do not require a specific designation to meet teaching requirements.

A café is centrally located in the academic building that provides students with meals they can purchase through the day.

The newly refurbished library is located adjacent to the café for student use. Study areas are located both in the library and throughout the building where students can hold meetings, work, and study together.

Next to the library is the nine hundred square foot art gallery where functions ranging from student thesis shows, faculty and staff artwork, visiting artists, seminars, and interdisciplinary presentations are held.

A seven hundred square foot textile library exists for interior design students along with a thousand square foot mini-theatre, with occupancy of fifty, for use by film faculty and students. A large and small sound stage is also available for faculty, staff and students for academic and interdepartmental use where appropriate.

A large theater capable of seating two hundred is used not only as a classroom, but is available to students for recreational film use, meetings, and special events.

Lastly, the academic building houses all administrative, staff, faculty offices, and work spaces, including a conference room and break room.

INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

Comprehensive Standard 3.12

Responsibility for compliance with the Commission's substantive change procedures and policy.

- 3.12.1** The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.
(Substantive Change)

COMPREHENSIVE STANDARD 3.12

Watkins College of Art and Design is in compliance with **Comprehensive Standard 3.12** and its section **3.12.1 (Substantive Change)**. There has been no instance of substantive change at the institution since it entered candidacy status.

Comprehensive Standard 3.13

Responsibility for compliance with other Commission policies.

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy Compliance)**

COMPREHENSIVE STANDARD 3.13

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.13** and its section **3.13.1 (Policy Compliance)**.

Comprehensive Standard 3.14
Representation of status with the Commission.

- 3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of Accreditation Status)**

COMPREHENSIVE STANDARD 3.14

Watkins College of Art & Design is in compliance with **Comprehensive Standard 3.14** and its section **3.14.1 (Publication of Accreditation Status)**.

As an example, in the current catalog, the following paragraph appears:

Following action taken at the 2008 Annual Meeting of SACS-COC, Watkins College of Art & Design is a candidate for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Fine Arts (BFA) degree, the Bachelor of Arts (BA) degree, the Associate of Fine Arts (AFA) degree, and the Certificate in Film. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 for questions about the status of Watkins College of Art & Design.

Section 4

Federal Requirements

Federal Requirement 4.1

The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Minimum Documentation Required

1. Data indicating, as appropriate to the institution's educational programs and mission, course completion, performance on licensing examinations, state board examinations, job placement, student success after transfer or admission to graduate school, etc.
2. Information regarding student achievement of identified competencies or learning outcomes included in documentation of compliance with Core Requirement 2.5 and Comprehensive Standards 3.3.1 and 3.5.1

FEDERAL REQUIREMENT 4.1

Although Watkins has been an educational institution for over a hundred and twenty years, it has only recently begun to offer bachelor and associate degrees in the visual arts. It is, by this practical definition, a new participant in higher education.

The relative youthfulness of the College as a degree-granting institution has not compromised its ability to fulfill its mission – the preparation of visual artists. It is not a coincidence that the institution chose to center its course offerings on the Bachelor of Fine Arts degree, as defined by the National Association of Schools of Art and Design, and to emulate the programs of successful peer institutions with a similar focus and mission. The BFA degree provides the closest correlation in its philosophy and structure to the three major components of the College's mission – to Engage the Mind, to Train the Eye, and to Cultivate Talent and Skill into an Active Realization of Creative Potential.

As a result of the application of these core principles, Watkins has already posted significant statistics relative to the placement and professional engagement of its graduates. Further examples of achievement, placement and engagement by both alumni and students are listed by department below.

It should be noted in the most recent alumni survey, administered in October of 2008 and mailed or emailed to all alumni whose addresses are on file, 82% of respondents stated that they were in jobs that related or somewhat related to their major, up from 77% the year before. Only 5% of the respondents stated that they were unemployed, with other alumni reporting their current employment or educational situations, citing specific employers, graduate schools and self-employment.

Now that there are significant numbers of alumni to serve, the College recently began an active alumni program. This program, in addition to its development functions, will facilitate the tracking of alumni as they move through their careers as artists, designers, and filmmakers. This tracking will occur through anecdotal, qualitative and quantitative measures. This office will also lend support to alumni through a monthly newsletter, a bi-annual alumni art exhibition and yearly professional/career and social networking events.

The 2008-2009 academic year saw many varied awards and achievements for Watkins students, alumni and faculty. This achievement, highlighted below, is a verifiable indication of the high level of instruction and the drive, inspiration, and enthusiasm of students to learn and create and to submit their works into competition with their peers. These awards and achievements reflect the vitality of the educational environment, the creativity and commitment of Watkins students, and the rigorous standards to which both are held. Locally, regionally and most recently, nationally, Watkins students and alumni have developed a reputation as innovative, hard working artists, designers, and filmmakers.

The following section highlights awards and accomplishments of Watkins College of Art, Design & Film students, alumni and faculty for the 2008-2009 academic year

Interior Design

Employment and graduate school:

- Interior Design faculty report that as many as 95% of their alumni are employed in the field but in the current economic climate, these numbers have dropped to 85%.
- Gina Edner is now working with Hastings Architecture Associates, LLC and was one of the team members who worked on the design for the Schermerhorn Symphony Center.
- May graduate Lisa Deal is working at Thomas L. Anderson Architect in Old Hickory as their principal Interior Designer and recently began working with a team of developers and contractors to rehab and restore historic homes in Nashville.

- Recent alumnus Julie Warwick was accepted to the Tulane University Masters degree program in Historic Preservation.
- Recent alumnus Kylie Davis was accepted into the Architecture graduate program at Indiana State University.

Certifications:

- Associate professors Jenny Myers and Cheryl Gulley along with adjunct instructor Susan Besser took and passed the LEED Certification exam.
- Recent alumni Lisa Stevens and Debbie Nelson took and passed the LEED Certification exam.
- Alumni Shonna Sexton and Gina Edner recently passed the NCIDQ (National Council for Interior Design Qualifications) Examination.
- Based on paperwork and anecdotal evidence, departmental faculty estimate that 90% of the Interior Design alumni have sat for and passed the NCIDQ Certification exam, adding that not all alumni sit for this certification. It should be noted that alumni are not eligible to take this exam immediately after graduation and must work for approximately two years before sitting for the exam.

Awards:

- Associate professor Cheryl Gulley has been nominated as the Outstanding Interior Design Educator for the State of Tennessee by the American Society of Interior Designers.
- Beth Haley Design, which is owned and operated by alumnus Beth Haley and employs several other Watkins alumni, was named '*Best Interior Designer in Nashville*' by the Best of Nashville poll in the Nashville Scene, a popular weekly entertainment and lifestyle newspaper.

Publications and Media appearances

- Alumnus Beth Haley, whose firm Beth Haley Design employs several other Watkins alumni, has had her work featured on HGTV. Ms. Haley also hosts lectures and workshops on green and sustainable design through the local library.
- Senior Interior Design Student Debbie Gregory has been published in *The Official Journal of the Center for American Nurses*. The paper submitted was one that had been completed in her Interior Design Theory class at Watkins discussing the importance of the interior environment for healing as well as satisfaction for the medical staff.

Service and exhibitions:

- The December 2008 graduating seniors led a toy drive at their senior show for local nonprofit Gabe's My Heart.
- The Building Construction Class put their classroom lessons to task by participating in a Habitat for Humanity build.
- The 12th Annual Interior Design Show, *It's Not a Trend... It's Here to Stay*, focused on sustainable design, with awards given to superior design in eight categories.
- The local Mitchell Gold Bob Williams store initiated a networking reception honoring upperclassmen and alumni

Photography

Employment and graduate school

- Photography faculty report that approximately 63% of their alumni are working full time in their field. Additionally, they report that these numbers do not include those that are working part time, are self-employed or are in graduate school
- Faculty report that 12% of their alumni are in graduate school. Several, including two recent graduates, have received full rides to Masters level programs at Ohio State and

University of Florida.

- Recent alumnus Lisa Deal was hired to teach Photography at a local high school.
- Recent alumnus Jennifer McQuiston is Guest Speaker at the Carolinas Group Psychotherapy Society Fall Workshop in Durham. The talk is based on her graduate thesis exhibition

Exhibitions:

- Alumnus Jennifer Campbell was featured in the 3rd Annual Graduate Art Exhibition at the Renaissance Center in Dixon, TN.
- Student Max Shuster participated in a show at the Cumberland Gallery, which is serving as a fundraiser for the Tennessee Parks and Greenways Foundation.
- Graduate Michael Jones was selected to participate in the Montgomery Bell Art Show.
- Faculty member Caroline Allison organized and participated in an exhibition at a local gallery which brought together a varied group of artists from across the country whose work addresses both the geographic and social landscape of contemporary America.
- Students Caitlin Dillingham and Courtney Greenlee worked with local galleries to organize student participation in several exhibitions.

Publications:

- After the success of her first book, *Exploring Black & White Photography*, Watkins Professor Joy McKenzie collaborated with Daniel author *Artificial Lighting for Photography*, Delmar Learning. This book covers every aspect of using lighting in the studio, thoroughly explaining concepts and equipment.

Artist Lectures:

- Based on the reputation of the program, Watkins faculty arranged opportunities for several visiting artists to teach and interact with their students. These guest lectures included: Rocky Horton, assistant professor of art at Lipscomb University, who spoke about his current work of photochemical paintings; Jock Sturges, internationally known photographer and mentor to Fine Arts student Camille Jackson, who spoke about his new work and led one-on-one critiques of student work; and photographer William Christenberry, who had a lecture with Watkins students at Cheekwood Museum of Art.

Film

Employment:

- Bill Cornelius started and manages his own production company called Lavorsia Pictures Entertainment.
- Lee Gilmore spent the last two years working as a sound effects editor in TV, working mainly on Law & Order SVU and House. He also works as an assistant sound editor and sound effects editor for feature films.
- Timo Kirki is 2nd Assistant Director for Zodiak Television in Finland.
- Kendall Bennett pursued post-graduate work at The Los Angeles Film School. He worked on the Aaron Sorkin/NBC show "Studio 60 on the Sunset Strip" and continues to work with an Emmy-award winning set decorator on a feature film
- Several students are involved with country music artist and activist Big Kenny. They have worked with Kenny to create and film a music video that will be released this year.

Exhibitions and awards:

- Watkins students who completed an award-winning 148 Hour Film Project entry in July had their work accepted into the Shorts Corner at the Cannes Film Festival. Their work was screened there in May.

- A feature film co-written, co-directed, and co-produced by alumnus Chris Doyle and filmed (and produced and edited with the help of other Watkins students and alumni) swept three of the top awards at the 2009 Nashville Film Festival. The award prize includes a theatrical run in Los Angeles, which makes the film eligible for an Academy Award. It also won two other top honors: The Tennessee Spirit Award and Best Music in a Feature Film.
- Recent alumnus Brian Hallett won a Regional Emmy. This was his second nomination and first win.
- Student Ryan Pickett competed against hundreds of filmmakers from the US and UK to be selected as one of five finalists in the *BE. The Story film competition*, part a signature creative entrepreneurship competition that is the signature US event of Global Entrepreneurship Week. As part of this experience, Ryan took part in exclusive workshops at Sony Picture Studios, leading up to a business "pitch" of their ideas to a panel of media moguls that included Russell Simmons.
- Student Toi Johnson's film, *Maybe Tomorrow*, was accepted to screen at 2008 International Black Film Festival of Nashville.
- Student Doug Mallette's short film, *The Blue Mouth Madness*, was recently screened at the Phoenix Film Festival.
- Student Kat Ray's film, *Bathroom Humor*, was accepted into the Sidewalk Moving Picture Festival.

Artist Lectures:

- Based on the reputation of the program, Watkins faculty arranged opportunities for several visiting artists and lecturers to teach and interact with film students. These guest lectures included Disney Animator Barry Cook, Hollywood Makeup artist Dan Read and Saturday Night Live Screenwriter Ann Beatts.

Fine Arts

Employment, Internships and Graduate School:

- Student Adolfo Davila spent the summer interning for sculptor Alan LeQuire, who has become well-known in his native southeast for his public commissions and sensitive portraiture.
- Alumnus Amanda Dillingham completed her MFA at Vermont College and is the Gallery Curator at The Renaissance Center in Dickson, TN
- Alumnus Patricia Earnhardt is a partner in Earnhardt Pirkle, Inc, a film and video production house in Nashville.
- Alumnus Shaun Slifer is a working artist in Pittsburgh and an Artist Educator at the Andy Warhol Museum.

Exhibitions and Awards:

- A new boutique hotel in Nashville, the Hutton Hotel, hosted a contest in which over 75 area college students submitted over 175 pieces of art for the chance to win \$10,000 in scholarships and have their work be a permanent element of the hotel's design. 11 students were selected as finalists, five of which were from Watkins. Work from student Kelly Bonadies was selected as in 3rd place and is now included in the hotel's permanent collection.
- Twist Art Gallery in the Arcade in downtown Nashville, TN participated in an artist exchange with Beep Beep Art Gallery in Atlanta, GA. Watkins Alumni Erin Plew and John Whitten were two of the three artists asked to exhibit.
- Fine Arts chair Terry Thacker and professor Brady Haston participated in an abstract painting panel at the Cheekwood Museum of Art
- Faculty and alumni Kristi Hargrove, Terry Thacker, Brady Haston, John Whitten, Ron Lambert, Erin Plew and Iwonka Waskowski participated in *paper trail @ The Showroom* Davis Art Advisory.

- Watkins Alumni and students Kelly Bonadies, Courtney Anne Greenlee, Erin Plew, Nick Stolle, Mandy Stoller and Myrna Talbot participated in an exhibit with Open Lot studios and ART.EDU, which showcases Nashville's newest artists and up-and-comers to keep an eye out for.
- Alumnus Patricia Earnhardt received an honorable mention in the 2008 International Sculpture Center Outstanding Student Achievement in Contemporary Sculpture Competition.
- Off the Wall Art Group, comprised of Watkins students and alumni, held several shows throughout Nashville and was asked to give a lecture at Nashville's leading gallery The Frist Center for the Visual Arts.
 - Additionally, fine arts students, alumni and faculty participated in dozens of exhibitions on a local, regional and national level.

Graphic Design

Employment and graduate school:

- Since the graphic design program was started in 2001 there have been 74 graduates with the BFA or Certificate in GRD. 85% of those graduates are employed as designers or have reported that they are full-time free lancers.
- Two graduates are in post-graduate school to get their teacher certification.
- One is in graduate school
- One is working as a gallery director and in house designer.

Awards and Exhibitions:

A note from the Chair: Over the last 20 years, adjudicated design competitions for graphic design have proliferated across the country as advertising agencies and design firms use the competitions to measure of their work against the work of other firms. Adjudicated awards are a very good barometer for how our design students compare to design students from other schools. Future employers also notice awards earned on student resumes and tend to call these students in first for interviews.

- Nashville Advertising Federation's Student ADDY Awards: 56 works were selected for inclusion from students at 6 area colleges. Among these works were 28 designs submitted by 13 Watkins students, winning nine Gold ADDYs, 19 Silver ADDYs, and two judge's choice awards.
- Regional Student ADDY competition - includes colleges in Tennessee, Alabama, Louisiana, Mississippi and Georgia. Watkins students won three Gold Student ADDYS and ten Silver ADDYs at this competition, selected from almost 1,000 entries that were winners in their respective local ADDY competitions.
- National Student ADDYs: Watkins students won one Gold ADDY and two Silver ADDYs.
- Professional ADDYs: 2005 graduate Andrew Brooks won 30 ADDY awards and was named as Art Director of the Year. Alumni Wendy Spence, Trent Thibodeaux, Nat Strimpoulos and Jim Valosik also won awards.
- Student Julian Baker had an illustration honored with acceptance into the Society of Illustrators Student Scholarship Competition, winning a \$1,000 Scholarship.
- One Watkins student has had a design selected for inclusion in the 2009 New Talent Annual published by Graphis Magazine, an international competition. Another student had two designs selected for inclusion in HOW magazine's international 2009 Design Annual.
- Two Watkins Students have competed with professional designers from around the world to have their work included in an international graphic design book, *Designing for the Greater Good*, to be published by Crescent Hill Books.
- One Watkins student had two designs accepted for publication in CMYK Magazine and a second student had an illustration accepted for inclusion in the same issue of CMYK.

Faculty Awards, exhibitions and service:

- Dan Brawner:
Awards: Certificate of Merit: Society of Illustrators' Juried Members Open Exhibition at the Museum of American Illustration Published in *Illustrators' Annual* 50, 2009); Gold Medal: 3x3: The Magazine of Contemporary Illustration, Illustration Series. (Published in 3x3's Illustration Annual No. 5, 2009)
Exhibitions: *19th Members Open*, Society of Illustrators, NYC; *Art for Today's Collector*, Space 300, Huntsville Museum of Art; New Harmony Gallery of Contemporary Art, New Harmony, IN; *Works with Words*, Juried Exhibition, Nashville Main Library.
- Michael Niblett:
Service: Juror; Spokane Advertising Federation, American Advertising Federation Awards Competition; Juror; American Advertising Federation – Northeast Tennessee, American Advertising Federation Awards Competition; Speaker, panel discussion member for the Nashville Public Television and *Nashville Public Library screening of Helvetica*; Speaker, Knoxville Advertising Federation.
- Steve Wilkinson:
Awards: Gold ADDY for coding, authoring and building work on corporate website; 2 AIGA Nashville 2009 CASE Merit Awards for coding, authoring and building work on corporate website.

Significant documentation relative to the assessment of student achievement of core competencies and other learning outcomes is provided in the institution's on-going Institutional Effectiveness Reports. All units of the College (and in particular the academic departments) regularly examine student achievement and provide documentation, assessment, and strategic planning designed to optimize learning. This activity is supported by – and in turn supports – the College's five-year Strategic Plan, which is evaluated and updated annually. These substantial documents are included as appendices to Core Requirement 2.5 and Comprehensive Standards 3.3.1 and 3.5.1 above.

Federal Requirement 4.2

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.

Minimum Documentation Required

1. Narrative linking institution's mission and its curriculum.

FEDERAL REQUIREMENT 4.2

Considerable discussion of the fit between each of the individual degree programs supported by the institution has been provided above as the compliance narrative for Core Requirement 2.7, which addresses program length and content for each degree program. In reading these subsections in the narrative, it is readily evident that the programs were designed specifically to fulfill the mission and purpose of Watkins College of Art & Design – to educate professional visual artists. In contrast to other types of baccalaureate degree programs, the Bachelor of Fine Arts was designed and developed specifically to serve this need, and the College makes significant use of the organization and philosophy of this specialized programmatic structure to maximize the educational experience of students who were attracted to the institution's unique mission.

In particular, the BFA degree supports significant focused learning within a very specifically designated disciplinary area of the visual arts. Although the various programs share a common Visual Arts Core of studies and an extensive General Education requirement, the balance of the program is succinctly focused on professional practice within a specific discipline. Coursework within these BFA programs can only be described as intensive. The payoff of this intensive study for the students is the development of a level of competence that renders them highly competitive within their fields of study and fully prepared upon graduation to enter professional practice as artists, designers, or filmmakers.

Further information regarding the institution's mission can be found in the narrative and appendices to Core Requirement 2.4 above. Additional documentation of the link between the individual degree programs and the institution's mission can be found in the narrative for Core Requirement 2.7.

Federal Requirement 4.3

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Minimum Documentation Required

1. Include publications and cite specifically where academic calendars, grading policies, and refund policies can be found.

FEDERAL REQUIREMENT 4.3

The most readily available, comprehensive source for this required information is the institution's Student Handbook, which contains the most current version of all these documents. These handbooks are distributed to all new students at the beginning of each academic semester, accompanied by a presentation designed to instruct new students about the value and utility of these documents. They are also available upon request to any continuing student or to any member of the general public, and copies are kept in a literature rack close to the greeter station at the entrance to the academic building, and outside the Office of Student Life. An electronic copy is maintained on the network drive of the institution, ready for 24/7 retrieval and print-out.

These documents are printed in the Faculty Handbook and in the Operational Policies and Guidelines Manual, copies of which are also electronically archived. An abbreviated version of these policies is found in the academic catalog, which is freely distributed in its printed version as well as being readily available from the College's website. A link is also available from the splash page of the website that leads viewers directly to the academic calendar.

All these documents are constantly reviewed and revised to ensure that they accurately represent current policies and that the language deployed within them is clear, concise, and easy to understand. The College prides itself in the quality of the customer service provided to its students and to the general public, and faculty, staff and fellow students are always willing to help newer or less experienced students understand the policies and timelines that affect their life at Watkins.

An appendix has been prepared to accompany this narrative by extracting the pertinent sections from the Student Handbook and combining them into one document. The combined document follows this page as Appendix 4.3-1. The complete Student Handbook is provided above as Appendix 2.10-1. Other documents discussed in this narrative are included as appendices to the other sections to which they directly pertain.

Federal Requirement 4.4

Program length is appropriate for each of the institution's educational programs.

Minimum Documentation Required

1. Note program length for educational programs and describe appropriateness of program length.

FEDERAL REQUIREMENT 4.4

All of the degree programs at Watkins College of Art & Design are accredited by the National Association of Schools of Art and Design (NASAD), which prescribes specific minimum program lengths for all academic programs. NASAD standards also specify ratios for the components within certain subdivided categories, such as for the general education, studio, elective, or art history component within each degree program. The College meets or exceeds these minimum requirements for all programs. In addition, the BFA program in Interior Design, in order to include certain course requirements specified by its accrediting agency, the Council for Interior Design Accreditation (CIDA, formerly FIDER), requires 126 semester credit hours for this degree, six more than the NASAD minimum of 120. The AFA degree program in Interior Design considerably exceeds the NASAD minimum for associate's degree programs (of sixty semester credit hours), again in order to include courses required by CIDA standards.

Students at Watkins are not allowed by policy to take more than fifteen hours of coursework within any semester. This practically establishes an optimum period of study of four calendar years for all baccalaureate students. Students who seek shorter completion times may take courses during Maymester and summer semesters, but there are specific limits to the number of courses that can be taken during these shorter terms, as well as on the number of hours that might be earned as transient students at other institutions. The policies that contribute to this four-year optimum degree completion period are enforced in the belief that all students need sufficient time to develop as artists, designers, and filmmakers and that all students need to take advantage of the carefully crafted sequence of coursework that establishes the College's system of comprehensive learning. Associate's degree students are similarly structured into an optimized two-year period, which is typically necessary to complete the coursework for this degree.

Further information concerning these policies and additional rationale for the supporting practices can be found elsewhere in this document, particularly in the narrative and included documents presented as evidence of compliance with Core Requirement 2.7 above. The policies themselves are housed in several of the documents included as appendices. The Student Handbook (Appendix 2.10-1) provides a complete listing.

Federal Requirement 4.5

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See *Commission policy "Complaint Procedures for the Commission or its Accredited Institutions."*)

Minimum Documentation Required

1. Include a copy of the institution's policies and procedures for addressing written student complaints.
2. Include an example of a complaint demonstrating that the institution followed its policies and procedures (do not include names in the example).

FEDERAL REQUIREMENT 4.5

The institution's policies and procedures for student complaints are found in a number of documents, including the Operational Policies and Guidelines Manual and the Faculty Handbook. The version most accessible to students is found in the Student Handbook. These documents are included as Appendices to pertinent Core Requirements, above. However, the chapter in the Student Handbook that addresses these issues most directly is excerpted and follows this narrative as Appendix 4.5-1.

As a small institution and one that is very conscientiously student-centered, Watkins College of Art & Design has had very few student complaints that were not resolved to everyone's relative satisfaction quickly and informally. Thus, the full and formal procedures for addressing student complaints and grievances are rarely needed or used. When necessary, however, students with unresolved complaints are encouraged to follow the formal procedures and are assisted as needed in understanding and implementing them.

The most recent example of the use of formal grievance procedures occurred in the spring semester of 2007. The narrative which follows together with accompanying appendices provides an illustration of how these procedures were followed and demonstrates compliance with this standard.

On May 11, after final grades were posted for the Spring 2007 semester, a student who had taken two different classes from the same professor sent a barrage of emails to a number of administrators, faculty, and students indicating his displeasure with the grades he had received in the two classes. The Office of Academic Affairs responded to the email by directing the student to the pages in the Student Handbook where the procedures for filing a grade appeal are published. Simultaneously, the professor for the two classes provided a detailed explanation of the grades to the student and offered to answer additional questions. She did not, however, offer to change either grade.

On May 17, again in email, the student made an appeal to the Department Chair, requesting that he get involved. The Chair reminded the student of the need to follow procedure and requested a signed letter formally registering his complaint. The student supplied the letter by facsimile. Upon receipt of this letter, the Chair began his investigation.

On May 30, the Chair informed the student that he could find no reason to change the grades. The student immediately replied that he did not believe that the matter had been resolved.

Up to this point, much of this correspondence had been facilitated through use of email, even though at several points all parties had been reminded that this was not the best mode of communication for this kind of discussion. The Office of Academic Affairs, who had been copied on most of the correspondence, intercepted the discussion at this point in order to assist the student with the procedure. It was obvious that the two steps of the institution's formal complaint procedure had been followed and concluded, and that it was time for the student to make a decision about moving to the next level, in which a formal grievance is filed.

On June 13, the Office of Academic Affairs received a signed, formal grievance letter from the student. The following Monday, June 18, work began to form an ad hoc Grievance Committee, following the guidelines in the Student Handbook. This work was completed on June 26, and a complete record of all documents pertaining to the case was provided to each of the committee members. On July 1, letters were sent to the grievant student and the professor to inform them that the committee had been formed and charged and was proceeding to review the case.

The Grievance Committee met on July 11 and reviewed the record of the case. After deliberation, the committee decided unanimously that the case did not merit a hearing, and recommended to the Office of Academic Affairs that it be dismissed. The Vice President for Academic Affairs made the

decision to accept the recommendation of the Committee and informed the student of this decision in a letter dated July 13. The Committee, having done its work adjudicating this case and two others, was disbanded on July 23, 2007.

Appropriate sections of the Student Handbook are provided in Appendix 4.5-1. A sample documentary trail with names removed is also provided as Appendix 4.5-2.

Federal Requirement 4.6

Recruitment materials and presentations accurately represent the institution's practices and policies.

Minimum Documentation Required

1. Include a sample of recruitment materials and descriptions of a sample presentation and note accuracy of samples relative to the institution's practices and policies (such as admissions policies or academic policies).

FEDERAL REQUIREMENT 4.6

The College is currently engaged in a very active recruiting program. Through face-to-face recruiting at local, regional events and National Portfolio Days around the country and aggressive positioning on various web sites used by prospective students to investigate college options, the college has expanded its national visibility over the past year. Print advertising has also been used in publications that are distributed to high school art teachers and counselors such as *Create* and *Creative Outlook* magazines, which focus on students who are interested in art and design studies at the college level. In 2007 Watkins College of Art&Design was chosen as a site for a National Portfolio Day and will be hosting again in 2008. Additionally, approximately four times a year the college hosts its own "Preview Day" at which prospects and their families can tour the facilities and the student housing, attend a general information session about the college which includes a DVD about the institution, meet with faculty in the various departments and representatives from admissions and financial aid.

Information delivered to prospective students includes a four-color "splash" booklet with general information about the college and a modular system of publications that can be tailored to the area of student inquiry. This includes information about specific programs, institutional scholarships and federal, state and institutional financial aid options, housing, transfer, AP and CLEP policies, information on the Nashville area and the college application. The Admissions Office also utilizes a group e-mail system, MYEMMA, to keep prospects informed of news about the college and its programs during the year. All materials are constantly checked for accuracy and to maintain fidelity to the programs they describe.

All face-to-face recruiting and telephone contact is handled by trained members of the admissions staff who meet periodically with the chairs of the departments and members of the administration to insure that consistent and accurate information is disbursed.

Almost all of the information provided in the printed recruiting materials is also available in electronic form from the website, including downloads of the application, the current college catalog, student handbook and housing application. Telephone and e-mail contact information is also readily available and prospective students are urged to use these resources to request information and ask specific questions about the college and the application procedures.

In a separate folder are samples of several kinds of printed recruiting materials, including a copy of the view book. The current catalog is included elsewhere in this document as Appendix 2.7-2.

Federal Requirement 4.7

The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

Minimum Documentation Required

1. If the institution receives Federal Financial Aid under Title IV, it should provide its most recent financial aid audit and any letters within the last two years reflecting issues of non-compliance.

FEDERAL REQUIREMENT 4.7

Following this page are copies of the most recent financial aid audit, excerpted from the Independent Auditors Reports for 2008/2009. This document is identified as Appendix 4.7-1. An unqualified opinion was issued by the auditors for this year on compliance for major programs.



Strategic Plan

2009-2010 to 2013-2014

September 2009

Our role is to provide educational programs of breadth, based in the great traditions of world art, design and film and fertile with the spirit of innovation and creativity.

Watkins College of Art, Design & Film Strategic Plan

2009-2010 to 2013-1014

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Watkins College of Art, Design & Film Strategic Plan

2009-2010 to 2013-1014

Purpose

This document is intended to provide an overview of Watkins College of Art, Design & Film and its strategic focus. Contained herein are the college's history, mission and plan.

The college maintains a five-year strategic plan to guide its operations and decision-making. The strategic plan is a living document that is regularly updated with ongoing annual research, assessment and planning focused upon improving all aspects of the institution's educational and administrative operations.

The plan benefits from and reflects the work of the college's constituents—students, faculty, staff, alumni and Board of Trustees. Their valued participation in the ongoing assessment and planning processes sets the stage for a learning-centered environment, providing a thoughtful, creative education in the visual arts.

A handwritten signature in cursive script, reading "Ellen L. Meyer".

Ellen L. Meyer
President

Commissioners and Board of Trustees

Commissioners

Susan A. Basham	Brownlee O. Currey, Jr.	Walter Knestrick
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Trustees

Officers

Samuel E. Stumpf, Jr.	Ken McDonald	Taylor H. Henry
<i>Chair</i>	<i>Vice Chair</i>	<i>Treasurer</i>

Lynn Bennett	Richard L. Fulton	Carol McCoy
Barbara Chazen	Lee Ann Hawkins	Lucille Nabors
Beth S. Clayton	Edwina Hefner	Debbie Oliver
James H. Clayton III	J. Reginald Hill	Walter Schatz
Stephanie Barger Conner	Jamie D. Isabel, Sr.	Steve Sirls
Ward DeWitt, Jr.	Carlyle Johnson	Tarun Surti
Dee Doochin	Cindy MacLean	Laura Turner
Emmett Edwards	Jerry L. Maynard II	

Trustee Emeriti

Scott Clayton	Ralph Glassford	Paulette Whitworth
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Ex Officio

Phil Bredesen	Robert E. Cooper, Jr.	Ellen L. Meyer
<i>Governor of Tennessee</i>	<i>Attorney General of Tennessee</i>	<i>President of the College</i>

History

Samuel Watkins Legacy and the First 100 Years

Watkins Institute began operations in 1885 through a bequest by Samuel Watkins, a civic-minded Nashvillian whose gift to his community would begin an educational legacy that continues today. Orphaned at age four and overcoming a lack of any formal schooling, Watkins eventually became a successful and wealthy businessman. Determined to improve educational opportunities in his community for those who would come after him, his legacy has benefited many Nashvillians over the past 124 years and is the genesis of today's Watkins College of Art, Design & Film.

Upon his death in 1880, Samuel Watkins provided property in the center of the city and \$100,000 to be held in trust by the State of Tennessee and to be used for the educational benefit of the people of Nashville. The Governor of the State appointed commissioners who were charged with the actual oversight of the institution. In his will, Watkins specifically gave wide latitude to the commissioners to establish the school's mission and curriculum, stating only that the school should "provide information upon such subjects as will be beneficial in the business of life." Specifically modeled after Cooper Union, established 26 years earlier, Watkins Institute followed the successful New York City development as the second such community-based institution designed to meet the broad educational and cultural needs of its citizens.

From its beginnings, Watkins College of Art, Design & Film has served the community by providing a variety of educational and public service opportunities to people of all ages. In meeting this responsibility, the institution has always had a particular interest in the arts. One month after it opened its doors in March of 1885, the school under the auspices of the Nashville Art Association held Nashville's first comprehensive art exhibition and soon after began an art school. In 1886, *Harper's Weekly* published a photograph of Watkins' art facilities and stated that Nashville had developed into an art center and "would become a rallying point for art in the South." Instruction in the visual arts has continued without interruption for 124 years.

Over its long history, the institution's leaders have regularly assessed the educational and cultural needs of the community and offered programs to meet those needs. In addition to programs in the arts, Watkins offered a wide range of courses in diverse disciplines. Documents in the institution's archives indicate that the school in its first 100 years provided learning opportunities to nearly 350,000 men, women and children in Nashville. There are few, if any, institutions in the city and the state that have touched so many lives and that have had such an important educational and cultural impact on the life of the city. (In addition to serving the arts, amongst other educational endeavors, at the turn of the century Watkins Institute aided in the Americanization of immigrants, and in the 1930s and 40s the institution helped women prepare for the workplace and offered servicemen returning from World War II the opportunity to complete their high school degrees.)

The Second 100 Years

In the latter years of the 20th century, Watkins Institute moved through a period of significant transition in its programming. With the advent of technology centers and community colleges, as well as the expansion of opportunities provided by Nashville's public and private elementary and secondary schools and colleges and universities, many of the educational needs that Watkins Institute had addressed were now being met by other institutions. Despite Nashville's growing wealth of educational resources, one significant cultural and educational need—the visual arts—remained substantially lacking except for programs offered at Watkins. By the early 1990s, Watkins determined to concentrate its programs and resources exclusively on providing educational, cultural and public service needs in the visual arts.

The transition began in 1977, when state approval was received through the Tennessee Higher Education Commission to offer associate degrees in fine arts and in interior design. A Nashville School of Art and a Nashville School of Interior Design were established as entities within the Institute. Both programs grew quickly over the next decade. By 1992, the interior design program had been accredited by the Council for Interior Design Accreditation for its associate of fine arts degree program. Shortly thereafter, the college curriculum also included a degree program in photography.

In the mid-1990s the institution established the Watkins Film School, which quickly gained a regional and national reputation for excellence. In 1997 and 1998, the Tennessee Higher Education Commission approved bachelor of fine arts degrees in film and in interior design, respectively. Subsequently, additional bachelor of fine arts degree programs in graphic design, fine arts and photography were approved. Also in the 1990s, the college became an accredited institutional member of the National Association of Schools of Art and Design. And in 2008, Watkins achieved candidacy status with the Commission on Colleges of the Southern Association of Colleges and Schools and is now pursuing full membership with this regional accrediting body.

In its 124th year of continuous educational service, Watkins College of Art, Design & Film is an independent visual arts institution offering bachelor of fine arts, bachelor of arts, associate of fine arts degree and certificate programs. Complementing its primary emphasis on studio-based undergraduate programs in the visual arts is its continuing and historic commitment to community education and outreach, providing a wide variety of educational and cultural opportunities to area adults, teens and children.

Today, Watkins is positioned to expand its role as a major cultural and educational force in Nashville and beyond.

Mission, Vision, Values and Commitments

Mission

Watkins College of Art & Design* offers a studio-based curriculum, supported by a strong academic foundation. The faculty and staff are committed to a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill into an active realization of creative potential.

The mission represents a commitment by the Watkins academic community of students, faculty and staff:

Learning-Centered Environment

The focus of the institution is on educational outcomes. Based on ongoing assessment of student learning, the institution is dedicated to improving programs, curricula and instruction.

Engage the Mind

Watkins students demonstrate critical, analytical thinking skills. The General Education program and the six academic major programs combine to enable and enhance every student's ability to think critically and analytically.

Train the Eye

Watkins students understand and can apply the basic fundamentals and principles of the visual arts. The arts foundation component of the General Education program and the six academic major programs combine to insure that every student demonstrates proficiency in basic visual arts concepts and applications.

Cultivate Talent and Skill into an Active Realization of Creative Potential

Students who graduate from Watkins are prepared to lead productive lives as artists, designers or filmmakers.

*The institution's official name

Mission, Vision, Values and Commitments

Vision

In pursuit of its mission, Watkins has a distinct and ambitious vision that focuses on what the institution is today and what it will be in the years ahead. The institution's vision for its immediate and long-term future includes greater regional, national and international recognition:

- For its services as a distinctive art, design and film college with outstanding degree programs in all of its academic offerings
- For its established record as an academically and professionally sound institution that provides a safe, open and supportive learning environment; that produces graduates who have the tools to be critical, analytical thinkers and creators and who are equipped to find fulfilling employment locally, regionally, nationally and beyond
- For its services as an institution whose programs and students uniquely and regularly serve individuals, groups and organizations in diverse communities through projects that improve or enrich the lives of citizens, while giving students real-world learning experiences
- For its services as a cultural center in the southeast for continuing educational programs serving a diverse population with enriching non-credit programs in the visual arts.

Watkins seeks out and enrolls students who are focused, dedicated and passionate about art, design and film; who intend to pursue their fields professionally or on a continuing basis; who meet increasingly selective standards of admission, and who come from diverse communities regionally, nationally and internationally.

Watkins strives to be financially affordable through a comparatively modest tuition in tandem with financial aid.

Watkins continues to employ faculty noted for their professional work, as well as their academic backgrounds. A special effort has been made to find faculty who demonstrate outstanding commitment and ability as classroom and studio instructors. To complement their teaching proficiency, faculty members continue to be practicing artists, designers and filmmakers active in their respective professional fields.

Students leave the institution with the knowledge and skills to be practicing professionals and/or lifelong learners and scholars in the arts. Moreover, because of the special role that the visual artist should play as a conscience, critic and visionary in society, Watkins graduates leave the institution with an educational perspective firmly based in the liberal arts.

Mission, Vision, Values and Commitments

Values and Commitments

The faculty and staff at Watkins College of Art, Design & Film place great value on the unique working, teaching and learning environment that has been established through 124 years of service to the people of Nashville and beyond. The following statement of values and commitments was created by the faculty and staff in 2003, as a description of the long-standing work environment and a commitment by them to see that these values are maintained and strengthened in the future. These values and commitments reflect important considerations when the Watkins academic community evaluates its mission, goals, objectives and benchmarks.

I. Watkins provides a small intimate and personable setting for working, teaching, creating and learning.

Faculty and staff at Watkins like to come to work and enjoy working with each other. They know and treat each other as individuals. People are more important than structures and hierarchies. Faculty and staff also know their students as individuals. Instruction, advising, counseling and other interactions with students focus on each person's unique abilities, interests, difficulties and hopes for the future.

II. Watkins provides a decentralized, democratic setting that promotes freedom, flexibility, openness and participation.

Watkins has a dynamic environment that encourages freedom, change and universal participation in problem solving. Everyone's ideas are valued. Everyone is heard. Everyone listens. Academic freedom is valued.

III. Watkins provides a setting that promotes and reflects cooperation.

Members of the Watkins community work together; they cooperate for the good of the institution and for the good of the students it serves.

IV. Watkins is an institution where all faculty and staff are committed to doing outstanding work.

Members of the Watkins community do their very best work for the institution, its mission and its students. Faculty and staff take pride in seeing the impact of their work and in seeing students succeed.

V. Watkins provides a setting that discourages non-productive competition, mistreatment of individuals and petty personal disagreements.

People avoid saying unkind things about their co-workers. People attempt to treat others as they would like to be treated. People solve their differences in a direct, tactful and sensitive fashion through open, civil communication.

VI. Watkins provides a setting where art is paramount and creativity is appreciated.

Faculty and staff at Watkins value art for its own sake and for its central roles in celebrating the richness of life, in creating new approaches to problem-solving, in encouraging new ways of thinking about individuals and their societies, and in criticizing societies' shortcomings and failures. Watkins encourages creativity among its students and seeks to assist them in becoming outstanding artists and designers. Instructors are given freedom and flexibility, and are encouraged to be creative in their teaching methods. Instructors are valued for trying new things, testing new ideas and offering new courses.

VII. Watkins provides a student-centered setting where diversity is valued and students are viewed as individuals with unique voices, talents and hopes.

Watkins provides a supportive, nurturing setting open to students with different backgrounds, perspectives, thoughts, religions and ethnicities. Watkins provides a setting where students who otherwise have not found an accepting environment can "fit in" and succeed.

Additionally, as the faculty and staff have sought to incorporate improvements in all of their operations, the institution has moved toward articulating its commitment to a learning-centered and student-centered college. In regards to learning, Watkins endorsed 16 principles created at California State University at Northridge in that institution's efforts to define a learning-centered institution. Those principles are reported by Koester, Hellenbrand and Piper in *About Campus* (September-October 2005) and listed in the appendix section of this document. In regards to being more student-centered, in 2005-2006 the faculty and staff also endorsed 10 student service expectations as developed at Riverland Community College in Minnesota and reported in Student Affairs today (June 2006). These student service commitments can also be found in the appendix.

Planning Assumptions

General Planning Assumptions

Watkins goals and objectives should be based upon these general planning assumptions:

1. Positive growth and development of a small visual arts institution is linked to its ability to address effectively critical external factors.

- With the economic downturn, available charitable dollars will remain steady at best and are likely to decrease, as competition for these dollars will likely increase.
- Small art and design colleges will need to be proactive in maintaining a positive and high level of visibility, communicating to prospective students and donors about the significant, qualitative attributes of independent, nonprofit accredited institutions.
- Job growth in some visual arts areas will be less than the growth of the general job market.
- Graduates with degrees in visual arts will need market-based skills and knowledge to succeed in a limited, competitive job market and will need to look beyond local opportunities.
- Institutions will be obligated to assist students in finding job opportunities.
- Educational institutions will need to respond positively to demographic challenges in prospective student populations to address their educational needs, offer increased financial aid, and see that underserved and minority populations have access to higher education.

2. Institutional leadership at all levels of a small visual arts institution needs to address successfully important financial issues.

- Institutions with small endowments will be funded primarily through tuition.
- Institutions with modest levels of tuition can make continued modest increases in tuition, but continued accessibility and diversity among students will often depend on an institution's ability to provide scholarships, institutional grants and other financial assistance in keeping with its increases in tuition.
- Community outreach and public service efforts by all institutional programs together with effective, proactive external communications play a major role in effective fundraising and the creation of positive community standing.
- Universal commitment by all members of the Board of Trustees to fundraising is necessary for the Board to meet its fiduciary responsibilities.

- Private institutions that rely heavily on local and state granting agencies must continue to look beyond these sources for successful fundraising.
- Fundraising ability is directly related to quality assurance to the public, which is in turn related directly to an institution's commitment to standards established by regional and national accrediting associations.
- Leadership at all levels of the institution must carefully monitor the use of financial resources through short- and long-term planning, effective management of investments and other assets, and adherence to all.
- Standard business and financial policies and procedures for expenditures to protect assets and to avoid losses.
- Growth and improvement must be tempered with realistic financial considerations.
- Institutions must live within their means.

3. Institutional leadership at all levels of a small visual arts institution needs to address regularly and successfully critical operational issues.

- Insightful, research-based, creative marketing and recruiting locally, regionally and nationally, including thoughtful use of recruitment personnel and electronic marketing, will be important for attracting more and better qualified students.
- Enrollment growth will be directly linked to the institution's ability to offer quality, updated programs with an adequate number of highly qualified faculty.
- Enrollment growth will be directly linked to the institution's ability to operate competitively with other educational institutions in using processes and procedures that facilitate the movement of prospective students toward making a final enrollment commitment.
- Quality-based institutions provide a clean, well maintained, safe and secure learning environment.
- Quality and the assurance of quality to the public are directly linked to an institution's commitment to operating standards established by regional and national accrediting associations.

4. Institutional leadership at all levels of a small visual arts institution needs to address regularly and successfully critical program issues.

- An institutional effectiveness program must be fully operational at all levels of an institution with particular emphasis on measurable student learning outcomes and subsequent, ongoing efforts for improvement.
- A student-centered institutional effectiveness program uses instruments that measure skills and knowledge levels at admission, measures value-added skills and knowledge in general education and in major programs, addresses retention and graduation rates, monitors learning objectives linked to the institutional mission and job-related skills and knowledge, and measures job placement and long-term satisfaction by graduates.

- A quality-based general education program reflects the institutional mission, has a written philosophy and vision provided to students, has a well-defined and focused curriculum that includes a cross-curricular emphasis on reading, writing and critical thinking, and has a sufficient number of full- and part-time teaching faculty with appropriate credentials and commitments to the program.
- A quality-based institution has sufficient highly qualified full-time faculty to teach an appropriate proportion of courses in general education and in each major program.
- A quality-based institution makes appropriate use of highly qualified adjunct faculty.
- A quality-based institution has a student life program that provides sufficient advising, counseling, recreational opportunities, a safe and secure environment, study opportunities, internship opportunities among local and regional businesses and organizations, and job placement assistance.
- A quality-based institution has an ethnically diverse representation within its Board of Trustees, administration, faculty, staff and students, and is proactive in creating educational opportunities for minority groups and other under-served populations including adult learners.
- A quality-based institution forms mutually beneficial partnerships with culturally and ethnically diverse community organizations and other higher education institutions.
- A quality-based institution promotes through its students, faculty and staff a commitment to community service through on-site and outreach programs.
- Quality and the assurance of quality to the public regarding academic and non-academic programs are directly linked to an institution's commitment to the standards developed by regional and national accrediting associations.

5. Institutional leadership at all levels of small visual arts colleges address regularly and successfully critical facilities issues:

- A quality-based institution provides sufficient learning and studio resources for its general education and academic major programs, and sufficient space for administrative and other support services.
- A quality-based art, design and film college provides students with access to an adequate collection of slides, films, computer and internet resources, books and periodicals that directly support general education and programs in the visual arts and provides qualified library, information systems and equipment services staffing.
- A quality-based institution intent on creating a campus community of students living, studying and working cooperatively together provides sufficient on-site student housing.

- A quality-based institution provides students with an attractive, aesthetically pleasing, safe and secure campus, grounds and buildings.
- Quality and the assurance of quality to the public are directly linked to an institution's commitment to the standards developed by regional and national accrediting associations.

6. Quality-based institutions of higher education maximize their chances of success overall through an integrated, system-wide program of institutional effectiveness:

- The program is linked in every respect to the institutional mission statement, which is approved and regularly evaluated by the Board of Trustees.
- The program includes a strategic plan with goals, objectives and measurable benchmarks for the entire institution; is created, evaluated and updated regularly, and is used to guide all aspects of the institution's operations.
- The program has an ongoing calendar for evaluation procedures of all academic and non-academic programs, units and personnel throughout the institution, which sets forth goals, measures success in meeting those goals and uses data for subsequent improvement.
- The program has an ongoing calendar for evaluation procedures to determine student success in their academic program, setting forth learning objectives, methods for measuring the degree to which those objectives are reached, and for using outcome data to improve all aspects of the classroom and studio learning environment.

Planning Assumptions

Institution-Specific Planning Assumptions

Based on the above general planning assumptions, the following are specific to Watkins College of Art, Design & Film.

1. Assuming good leadership and management at all levels, Watkins should expect positive growth and development over the next five years for these reasons: a growing interest in the visual arts in the region; a location within 650 miles of half of the US population; a growing college-age population; a need for Tennessee to increase the percentages of its population with college degrees, and academic programs that to varying degrees are locally and regionally unique.
2. Positive growth and development over the next five years may not be uniform, given the current economic downturn nationally and regionally.
3. The mission of Watkins will continue to focus on providing a quality visual arts education in a small student- and learning-centered environment.
4. Watkins will monitor and modify as necessary its general education and academic major programs to insure that their curricula reflect critical and appropriate skills and knowledge in each area, supporting departmental missions and the overall college mission.
5. The legacy of “Watkins Institute” will continue with expanded service to the local and regional communities as an educational and cultural center for enriching experiences in the arts.
6. Watkins will meet and exceed the standards of appropriate regional and national accrediting organizations with continuing universal and positive commitment to a student- and learning-centered environment with ongoing assessment and data-based improvements.
7. The higher education landscape in the mid-state will become more competitive with the presence of new for-profit institutions focused on the arts.
8. Watkins must compete successfully with other not-for-profit and for-profit colleges and universities by offering high quality programs at a competitive tuition.
9. Effective marketing for Watkins must be linked to its competitive advantages with emphasis on its history of quality programs, reasonable tuition and fees, the availability of financial aid, its small, unique and student-centered creative community, its attractive and well-equipped learning, creating and living facilities, and its commitment to offer the highest quality and most innovative, contemporary visual arts education in the area.
10. Watkins should grow its enrollment so that a modest economy of scale is reached. Stable and appropriate growth in enrollment is important to the

success of Watkins and is linked to strategic, targeted and innovative marketing and to personalized, proactive attention to prospective students who inquire about the institution.

11. Watkins will need to make special provisions to increase opportunities for underserved populations with favorable financial aid programs and careful attention to addressing basic skills in reading, writing and critical thinking throughout their curricula. Successful retention and persistence to graduation are important institutional goals and will require proactive attention to at-risk students by all faculty and staff.
12. Watkins must continue to provide appropriate assistance to students with regard to career choices, preparation to enter the job market and job placement.
13. Watkins' quality educational programs in the visual arts require outstanding classroom and studio instructors with impressive academic and professional credentials who place the academic and artistic success of their students as the constant top priority.
14. To recruit and keep outstanding instructors, Watkins must provide salaries and benefits that are competitive with its peer institutions.
15. Watkins must recruit, employ and maintain dedicated, insightful, student-friendly administrators and staff who are team players, innovative thinkers and problem solvers.
16. Watkins must regularly recruit Board members who will make a positive and energetic commitment to the welfare and success of the institution.
17. Watkins must continue to promote an environment of openness, transparency and tolerance.
18. Watkins must continue to create attractive and functional academic, studio and living facilities with state-of-the-art technology and educational resources that promote learning and creativity.
19. Watkins must continue to maintain the institution's legacy of providing a safe, secure and healthy learning and living environment.
20. Watkins must maintain a commitment to short- and long-range planning so that resources are used effectively in support of the institution's mission.
21. To maintain its quality programs, Watkins must rely on an appropriate mix of tuition and fees, fundraising and income from investments.
22. Watkins must continue to receive support from government granting agencies and periodically from the State of Tennessee.
23. Watkins must take advantage of the Nashville metropolitan area's numerous higher education institutions with productive partnerships and consortia agreements.

Summary Review of Goals, Objectives and Benchmarks 2008-2009

A review of institutional efforts over the 2008-2009 academic year to meet specific benchmarks under the four major institutional goals reveals a significant number of accomplishments as well as some shortcomings and unmet challenges. Below is a summary discussion of what was accomplished and what remains as a challenge in the institution's plans for the past year.

Accomplishments and improvements were achieved under all four goals.

Goal 1 Institutional Effectiveness

- Assessments were made and reported in all academic and non-academic units; the assessment processes were further refined; the overall body of assessment data was enlarged, and all units set goals and objectives for improvement based on assessment data. There was also notable improvement in the timeliness of reports and adherence to the assessment calendar deadlines.
- A director of assessment was hired.
- The institutional advancement office improved, expanded and refined its alumni survey and tracking efforts.
- The annual Institutional Effectiveness Plan and Report for 2008-2009 forms the yearly operational plan for 2009-2010.

Goal 2 Financial Health and Stability

- Major progress was made in the resource management objectives including an unqualified audit report, no annual deficit, reduction of existing debt and maintaining a low student loan default rate. Even with an unrealized loss on investments, there was a small increase in total net assets.
- The institution announced a tuition increase for Fall 2009. This is a substantial change from previously planned increases every two years to more modest increases every year. The increase was complemented by greater institutional aid. Moreover, scholarship programs designed to target underserved populations were awarded to several outstanding new students.
- The Office of Financial Aid received a 70% approval rate from students for customer service and now assists graduates during the transition into repayment of loans.
- The Office of Admissions was reorganized under a new full-time director of admissions position. In addition, a regional recruiter was added to the staff with a second regional recruiter to be added in Fall 2009. These changes, along with a greater use of interactive electronic technologies, reflect a more assertive recruitment direction with increased data-based marketing. The college continues to focus and refine its niche

characteristics as a small visual arts institution. Early indicators for Fall 2009 show a positive uptick in enrollment as a result of these actions.

- A newly designed website launched in September 2008 has enhanced recruiting, provided important information about the college and made available new technologies to prospective students, current students, faculty and alumni.
- The college exceeded its full-time equivalent student goal of 320, achieving 348 in Fall 2008. Classes were either fully or adequately subscribed.
- In fundraising, the annual fund campaign achieved positive results, achieving \$348,219 on a goal of \$344,000, and the capital campaign to fund additional academic space and a student center succeeded in its efforts, raising \$822,520 on a goal of \$800,000. Trustee membership in the Samuel Watkins Society increased by 21%.
- The Community Education and Enrichment Program remained stable in revenues, even though student numbers were less than the previous year.

Goal 3 Academic Programs, Student Support Services, Community Outreach and Public Service

- The academic programs offering majors continue to establish multiple years of learning outcomes data for use annually to improve their programs.
- Curricular review and revisions took place in all academic programs.
- A new faculty position was added in General Education. This individual has assumed the management of the department of general education and the Bachelor of Arts degree program.
- The general education program is continuing to use appropriate measures for the assessment of learning. With the leadership of the newly appointed director of general education, the management and implementation of the program has demonstrated progress for key disciplines based on quantifiable competencies. The measurements will expand to include all disciplines.
- Enrollment in the film department grew.
- The BA program had its first graduates in Spring 2009 and a 33% enrollment growth per Fall 2009 data.
- The graphic design department established a new concentration in illustration that was approved by the Board of Trustees.
- Students in all programs continue to be awarded local and national prizes and scholarships, as well as participate in internships and exhibitions.
- The majority of classes (65%) were taught by full-time faculty. In addition, the institution continued to benefit from the use of select and outstanding adjunct instructors.
- Retention rates increased a small percentage institutionally and increased in nearly every academic program.

- Student services have been expanded to include the newly established office of career services and the writing center, which offers tutoring to students.
- An additional computer lab provided new computer resources that were available to all students.
- Equipment and technology needs were prioritized and incorporated into the budget planning process.
- Programs and services provided by the office of information technology and equipment services were studied, assessed and revised to provide more effective support to students, faculty and staff.
- A Library Collection Committee was formed to examine the collection and add new holdings, which represent the programs throughout the institution.
- The library was remodeled and has created a more inviting space for students and faculty.
- The library improved cataloguing methods, customer service and user-friendly services by expanding its website and printed materials.
- The institution maintained its partnerships with other organizations, including Fisk University and expanded its partnership with the Nashville Film Festival.
- Community Education and Enrichment planned a new pre-college summer program.
- The institution successfully achieved re-accreditation from the National Association of Schools of Art and Design for a ten-year period and candidacy status with the Commission on Colleges of the Southern Association of Colleges and Schools.

Goal 4 Operational, Organizational and Physical Resources

- Important new staff positions were added: a student services specialist (includes career services), a director of assessment/general education faculty member, a regional recruiter and a full-time director of admissions. In addition, a part-time staff position in the finance and operations office became full-time.
- The admissions functions were evaluated, resulting in a reorganization and increase in staff.
- The Board of Trustees approved a new policy addressing faculty rank and promotion in Fall 2008. A salary increase in association with promotion at rank took effect in August of 2009.
- The Empower System is close to being fully implemented with training provided for users.
- A second residence hall opened in the fall of 2008 and is almost at capacity.
- A facilities program for the new addition was produced with the involvement of faculty, staff, students and board members. The addition will add 4,500 square feet, renovate 5,400 square feet of the existing

building and provide increased academic and non-academic space, along with a usable campus lakeside.

- Board participation in governance was increased.
- Major improvements in campus landscaping were completed.
- The institution's security enhancements have been fully implemented, per earlier directives. They include additional security cameras and improved monitoring. Additionally, several safety and security systems were developed that utilize campus-wide paging and an emergency call system.
- Installation of more efficient HVAC systems for the residence halls and the academic building to lower utility costs have been put in place.
- Audiovisual equipment was standardized and simplified in all classrooms across campus. The wireless network was improved with wider coverage and more security.
- Staff and faculty computers were upgraded on a more consistent schedule than in the previous few years.
- In regards to studio safety, ventilation problems in photography and fine arts studios were resolved; three shops were equipped with eye wash stations, first aid kits and instructional signage, and a new table saw with a special safety feature was purchased.

Despite a year of impressive improvements, some significant objectives and benchmarks for 2008-2009 were not met and remain as challenges.

Goal 1 Institutional Effectiveness

- The college will improve its demonstration of ongoing quantitative and qualitative assessment.
- The college will continue to build on effective quantitative and qualitative processes for all major college plans and documents by updating existing effective goals and objectives.
- Timeliness for receipt of information remains a problem to some extent. A review of the institutional effectiveness calendar as it relates to the annual rhythm of the institution will occur.
- While the institution took an important step in hiring a director of assessment, she moved in May of 2008. The institution will review the position duties in early 2009 and determine how best to hire a replacement.

Goal 2 Financial Health and Stability

- Although the college was very successful in all financial measures for 2008-2009, the college will need to continue carefully monitoring revenues and expenses, especially given the economic downturn.
- The college will need to be assertive in fundraising to achieve 2009-2010 goals and beyond.
- The institution must continue to track retention rates. While actively recruiting a full-time student population and providing expanded financial aid, proactive advising and intervening early when students show signs of

failure has been very positive, the Retention Committee did not meet regularly in this past year to assess these actions and make recommendations for 2009-2010. The college will renew this committee's efforts.

- The institution fell short of its 100% benchmark for Board participation in fundraising. However, it did achieve 80% participation (vs. 75% in 2007-2008) and will continue to work on the achievement of this goal.
- With the downturn in the economy, the institution's investment portfolio did not reach its growth benchmark of a minimum of 5%.
- While an unofficial commitment was made by officers of the State of Tennessee to fund a new roof for the academic building in the immediate future, this did not occur. However, significant areas of the roof were repaired and replaced through available operational funds. No measurable progress was made toward securing annual recurring appropriations from state government.

Goal 3 Academic Programs, Student Support Services, Community Outreach and Public Service

- No progress was made in 2008-2009 in developing new partnerships and articulation agreements with other institutions, particularly state community colleges.
- Additional facilities are needed to increase academic and non-academic space. The college anticipates construction of a 4,500 square foot facility and significant renovation of the existing space in 2009-2010 to address prioritized needs.
- The Film Department must have a full-time faculty member to oversee the editing concentration. This will take place in 2009-2010.
- Equipment must be updated in the Film Department to meet industry standards.

Goal 4 Operational, Organizational and Physical Resources

- While progress has been made in the implementation of the Empower system in that more accurate information is coming through the billing module, difficulties remain with other modules.
- The development of a finance and operations manual continues. However, it will be complete in Fall 2009.
- Although significant progress was made, student email accounts were not established. However, it is expected that they will be fully implemented in Fall 2009.
- The replacement of the roof on the academic building fell victim to state revenue shortfalls and subsequent budget cuts. However, significant areas of the roof were repaired and replaced within the institution's operating budget.

Academic year 2008-2009 was a very productive and successful one. With the strategic plan as a broad-based guide, many significant improvements were made

throughout the institution. Nevertheless, challenges remain to be addressed by all departments in the upcoming academic year and new ones, as always, have emerged.

In addition, while goals two, three and four are appropriate for maintaining over the next several years, goal one on institutional effectiveness needs re-thinking. For more than five years the institution has had an energetic focus on institutional effectiveness with an emphasis on the process. Certainly, the process will continue to be at the core of the institution's initial goal toward effectiveness and improvement. However, in the last five years—and particularly over the last three years—the institution has been successful in capturing the concept and process of assessment and improvement into its culture. Thus, it now seems appropriate to alter the wording and emphasis in goal one so that it centers the institution more directly on *maintaining and cultivating its commitment to quality, assessment, and improvement*. Reports on institutional effectiveness should center on both quantitative and qualitative assessments. Please note that this statement was initially expressed in 2007-2008; the institution is now fully ready to make this transition as it considers external and internal challenges for 2009-2010 and beyond.

External Opportunities and Challenges

Watkins College of Art, Design & Film is fortunate to be located in Nashville and has numerous opportunities to grow and prosper, as the institution provides important educational and cultural opportunities to the people it serves. The institution is a leader and participant in a growing, vibrant arts community locally and across the state. There is also a large, dynamic higher education community centered in Nashville that offers Watkins important opportunities for partnerships with significant economic and programmatic advantages. The college occupies an urban campus in a lakeside setting that is relatively crime-free and easily accessible from major city thoroughfares and interstates. The college also operates in facilities that are highly functional and aesthetically appropriate.

The Nashville metropolitan area and the entire state of Tennessee offer Watkins a growing population with many positive demographic characteristics that provide great promise to undergraduate colleges. The population growth will continue and will be composed of numerous traditional college-aged students. There are now and will continue to be significantly unmet needs in higher education in the Nashville area and throughout the state among college-aged students and also among adults, including potential career-changers in their 20s, 30s, and 40s, and among senior adults interested in non-credit learning and enrichment experiences. These unmet needs are particularly high within the Hispanic and African-American segments of the population, which offer the college the opportunity to make important educational differences in the lives of the minority communities, while also enhancing the college campus environment with elevated levels of cultural and ethnic diversity.

Positive demographic and location factors have historically been complemented by positive economic factors with the Nashville metropolitan area enjoying a growing work force, particularly in the service industries, as well as high productivity and a comparatively low cost of living. Despite the current economic climate nationally, Nashville, with a metropolitan area population of 1.547 million, has continued to hold steady, ranking 25 among the 200 “Best Places for Business and Careers” by *Forbes* magazine in its March 25, 2009 survey. The state of Tennessee ranks 5th among states in job growth and business in the annual CEO survey conducted by *Chief Executive* magazine in 2009.

The current economic downturn has certainly presented challenges to the local economy, including an unemployment rate (9.6% in March) that is higher than the national average (8.9% in April). Both nationally and locally, the cost of a college education continues to rise while endowments have fallen and public funding is cut back, compelling many more colleges and universities to seek private funding, and the competition for these private dollars is increasingly more intense. While Watkins is not immune to the increasing need for public and private funding, it has not historically depended on endowment monies; enjoys a positive standing with its public and private funders, and its low tuition rate places the institution in good stead as an affordable

college option for many. Moreover, the current U.S. Administration's stimulus plan provides increased incentives in the way of tax credits and higher Pell Grant awards, and the state of Tennessee is expected to benefit at a level that exceeds the state's proposed funding cuts to higher education.

Watkins College of Art, Design & Film continues to have opportunities to enhance its financial standing with support from the city and state arts commissions, occasional direct appropriations from the state of Tennessee, and many local foundations and corporations. The institution has also significantly expanded its use of federal financial aid programs in recent years. With its low student loan default rate, the institution will be able to continue expanding this important source of support.

In the face of all of these positive opportunities, Watkins still must contend with some challenges from external factors. There is growing competition for funds from government and private sources amidst a significant economic slowdown. Watkins also faces competition for students among the numerous and high quality institutions of higher education in the mid-state area. In addition, the college faces a degree of competition for students in the visual arts from for-profit institutions that enjoy some advantages in the areas of funding for marketing and advertising.

All of these competitive forces underscore Watkins' need to maintain and improve the quality of its programs and to meet and maintain the standards of accrediting associations. Moreover, in addressing the changing nature of higher education as the market is increasingly dominated by large traditional universities and large for-profit institutions, Watkins must find ways to communicate its strengths to potential students by stressing its heritage, its uniqueness, its historic place in Nashville's arts community, and its qualitative strength in visual arts education, and by continuing to expand and improve its website as a primary means of contacting and recruiting students. The institution also will need to continue looking for productive ways of partnering with other institutions or corporate entities in its effort to remain strong in the local, regional and national market in art, design and film education.

While many of the demographic and economic external factors facing Watkins are positive, there are some concerns. Affordability is a major issue for many prospective Watkins students, and this is a particular concern if Watkins hopes to address the educational needs of minority students. Watkins will need to weigh carefully decisions to increase tuition in tandem with exploring opportunities for expanding scholarships and other forms of financial aid for students. Hispanic and African-American students will need to be further targeted for expanded financial assistance.

Many students in the Nashville area and throughout Tennessee who need to take advantage of higher education opportunities also present some preparedness issues. ACT scores suggest that many students require some degree of attention in developing basic academic skills before they can successfully complete their college programs. Watkins will need to look carefully at its general education program, how each course is

taught, particularly those courses that address reading and writing skills, and its assessment of the new Writing Center.

The historically strong local economy is a plus to the college in many respects. However, with the recent economic downturn, placement of graduates in art, design and film is a challenge. Watkins will need to focus further upon internships, networking with businesses, training graduates for ways to approach the job market, and assisting in successful placement activities.

External factors are significant both for the opportunities they present for the institution and for the challenges they pose. Successful planning will allow Watkins to maximize its advantages and reduce potential negative impacts. There will continue to be an important role for a small, independent college to play in the higher education environment by responding effectively to external forces and the changes these forces bring by offering unique, specialized programs with a high degree of quality—a very different role than is found in broad-based university programs. For Watkins, with its focus on the visual arts, this means programs that require a great deal of direct student-to-faculty interaction and mentoring with significant learning experiences based on hands-on lab or studio instruction, supplemented with extensive community-based service learning projects and professional internships.

Watkins must continue to maximize its strengths in facilitating learning by further emphasizing its assets as a small, personalized learning community with very reasonable tuition in a creative and safe city. The institution's positive standing within the city and state provides the college with an opportunity to increase its reputation for providing useful, affordable and quality programs, to serve as a leader in the visual arts community, and to provide leadership and partnerships in the arts within the higher education community.

Internal Opportunities and Challenges

Strategic planning for colleges and universities requires not only an understanding of the external forces which drive their successes and complicate their shortcomings, but also a careful examination of their internal operations with the opportunities and challenges they present. This is particularly important for Watkins College of Art, Design & Film in view of the conclusion reached in the previous section of this plan dealing with external factors. An over-arching conclusion in that section of this document was that the institution's most promising and critical response to external factors, particularly competition among institutions offering educational programs in visual arts, should be to insure that Watkins continues to offer the highest quality programs possible.

This section of the strategic plan looks at many of the significant internal aspects of the institution which impact quality:

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I. Students, Enrollment, Financial Aid, Safety and Security

Watkins currently has an enrollment of 392 students (unduplicated head count, Fall 2008) and 348 full-time equivalent (FTE) students, generating approximately 4,173 student credit hours (SCH) per semester. This represents a cumulative growth in FTE students and SCH since the year 2000 of approximately 35%. It is worth noting that enrollments for Fall 2007 and Fall 2008 were by and large the same.

Continuing a trend throughout the last five years, two-thirds (67%) of the students are enrolling full-time (12 hours or more per semester). Of the current headcount of 392 students, 311 identify themselves as white, 24 as African-American, six as Hispanic, five as Asian and one as Native American. Forty students chose not to indicate their ethnicity. There are 179 male students and 213 female students. Approximately 25% of the students by headcount are from states other than Tennessee. Approximately 60% of the students by headcount are in the 18 to 24-age category. Seventeen percent of students fall within the 25 to 34-age category. Twenty-eight percent of the students

are classified as freshmen. Based on unduplicated headcount in Fall 2008, the breakdown of student's majors and SCH in each department is as follows:

	Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education*
Majors	128	59	69	60	52	---
% of total enrolled	33%	16%	18%	15%	13%	----
SCHs	1,056	1,145	438	531	411	558
% of total SCHs	25%	28%	11%	13%	10%	14%

*General Education is not a discipline of study in which a student can major.

This discrepancy between only 16% of students pursuing a fine arts major while overall course enrollments at the institution are highest in fine arts courses (28%) is explained by the institution's long-standing decision that every student pursuing any major in visual arts should master certain fundamental skills and knowledge in the fine arts. Thus, all students in all majors at Watkins enroll in a select group of fine arts courses as a complement to their overall educational experience.

Of the unduplicated headcount of 392 students, 346 are pursuing BFA degrees, 12 are pursuing the AFA degree, 11 students are currently registered for certificate programs, and 19 students are enrolled in the BA program. This reflects a trend over the past five years of students at the institution primarily focusing on the baccalaureate degree with a declining interest in certificate programs or the AFA degree. (Beginning in Fall 2007 the college no longer offered the AFA degree to new students in any discipline and currently offers the certificate program in film only.)

For the Fall 2008 semester, 106 new students entered Watkins. Thirty-eight (36%) listed film as their major, followed by 16 in photography (15%), 13 in graphic design (12%), 13 in fine art (12%), and 11 in interior design (10%). Comparing this data with previous years shows a trend toward growth in film.

Class Size

Students attend classes with small enrollments, given the importance of student to faculty contact in art and design education and specifically Watkins approach to such. The average headcount per course in the fall of 2007 was 16.5, and 14.2 in the fall of 2008. Per discipline, the average number of students in classes breaks down as follows:

Headcount	Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education	Average
2007	18	12.1	11.4	13.9	12.9	30.2	16.4
2008	14.6	12.4	12.5	11.7	9.6	24.5	14.2

Looking at the ratio of full-time equivalent (FTE) faculty to full-time equivalent students provides a slightly different perspective. In Fall 2008, the ratio was one full-time

equivalent faculty member to 12.6 full-time equivalent students, compared to one faculty member to 13.5 students in Fall 2007. Those figures by academic program (one FTE faculty to the number of FTE students) show the following:

FTE Ratios	Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education	Average
2007	1 to 13.3	1 to 13.7	1 to 9.5	1 to 8.7	1 to 10.7	1 to 27.7	1 to 13.9
2008	1 to 13.7	1 to 13	1 to 9.6	1 to 12.9	1 to 9.7	1 to 21.5	1 to 13.4

Overall, these figures represent an appropriate FTE ratio for an art and design college. This is an area where the leadership at the department level has worked over the past several years to offer fewer courses with greater enrollment. Not only has this area improved, it has turned around an economically unsound previous trend of offering more classes with smaller and smaller enrollments. The college will need to continue to monitor its offerings at the departmental level to insure efficient use of faculty, while still maintaining a small faculty to student ratio.

Admissions

Students are admitted to Watkins programs through a thorough review process involving initial screening by the admissions office followed by a complete file review and final recommendation by the faculty with approval by the vice president for academic affairs. ACT requirements and reviews of academic preparation indicate that students who are admitted have the ability to succeed. However, the faculty, particularly those teaching in the general education program, report students arrive with less than ideal writing and study skills, which presents a challenge to the faculty in all programs. This is certainly not unique with incoming Watkins students. Greater attention has been needed for the development of basic writing and study skills in all fundamental courses in general education and in the entry-level courses in each of the major programs. To address these issues, the Watkins Writing Center opened in the fall of 2008 through the General Education program in conjunction with the Watkins Library. The Writing Center employs peer tutors and provides students with the tools to improve their writing skills.

Semester System

The academic year is organized around a traditional fall and spring semester and a summer program. In past years the summer term began in late May and lasted through the early August. Although the summer enrollment had never been very large, that arrangement seemed to work for students who were commuters and tended to be older than the traditional college age. However, with the continuing transition of the Watkins student body toward more traditional college age students and with the increasing costs of tuition and other expenses requiring some students to work during the summer, the popularity and thus the enrollment in the summer term began about seven years ago to decline. In response, a new approach to the summer program began in 2006 with a one-month/one-course "Maymester" and then a second summer term in June and July in which students could enroll in two courses.

Begun as an experiment, the program proved to be popular with an immediate 6% growth in enrollment over the 2005 program. Summer 2007 showed a 10% enrollment growth over the previous year, 2008 showed a slight but positive increase of 2% over 2007. Summer 2009 showed a 14% decrease in enrollment from 2008. Even with the recent decline in enrollment, overall numbers from 2005 indicate student satisfaction with this approach to summer course offerings. It is too early to evaluate if the decline in Summer 2009 enrollment is indicative of the current economic environment solely or if there are other factors. Upon conclusion of the 2010 term, the college will review, evaluate and revise, as appropriate, its approach to summer offerings.

Graduation

A commencement ceremony is held each May to formally award degrees and certificates. The number of students completing their programs each year over the last ten years has averaged approximately 50:

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
BFA	4	10	17	15	34	39	43	43	55	49
AFA	31	14	19	24	11	10	10	6	5	1
Certificate	9	2	3	2	2	11	8	5	1	4
BA*	-	--	--	--	--	--	--	--	--	2
Total	44	26	39	41	47	60	61	54	61	57

*The BA degree program was first offered in Fall 2007.

Retention

Retention requires further review at Watkins and is a difficult one to study at the current time and with current data. A number of factors have impacted efforts to gather reliable retention data over the last six years including increased admission standards, the development of three new BFA degree programs in fields that previously were limited to AFA degrees, the elimination of four AFA degree programs, and the number of non-traditional students who attend Watkins and often take many years to complete a degree or certificate program. These factors and perhaps others suggest that any conclusions from current retention data, while useful, have caveats. With anticipated stability in terms of degree and certificate offerings over the next several years and with continuation of the current trend at Watkins toward more full-time and traditional college-age students, the ongoing gathering of retention data should reveal trends and reliable conclusions about the institution's success or lack thereof in retaining students.

The following summaries of recent data show institutional retention rates based on students who entered the college during an academic year and who then either eventually completed a degree or certificate program or who are still actively pursuing a degree or certificate program.

Retention 2000-2009

Institutional Retention Rates

AY 2000-2001	42%
AY 2001-2002	41%
AY 2002-2003	29%
AY 2003-2004	42%
AY 2004-2005	40%
AY 2005-2006	46%
AY 2006-2007	55%
AY 2007-2008	78%
AY 2008-2009	90%

Graphic Design Retention Rates

AY 2000-2001	8%
AY 2001-2002	67%
AY 2002-2003	40%
AY 2003-2004	58%
AY 2004-2005	55%
AY 2005-2006	39%
AY 2006-2007	54%
AY 2007-2008	80%
AY 2008-2009	89%

Film Program Retention Rates

AY 2000-2001	40%
AY 2001-2002	40%
AY 2002-2003	23%
AY 2003-2004	34%
AY 2004-2005	43%
AY 2005-2006	46%
AY 2006-2007	59%
AY 2007-2008	88%
AY 2008-2009	94%

Interior Design Retention Rates

AY 2000-2001	63%
AY 2001-2002	37%
AY 2002-2003	38%
AY 2003-2004	31%
AY 2004-2005	41%
AY 2005-2006	55%
AY 2006-2007	62%
AY 2007-2008	95%
AY 2008-2009	91%

Fine Arts Retention Rates

AY 2000-2001	43%
AY 2001-2002	44%
AY 2002-2003	17%
AY 2003-2004	50%
AY 2004-2005	21%
AY 2005-2006	43%
AY 2006-2007	60%
AY 2007-2008	72%
AY 2008-2009	82%

Photography Retention Rates

AY 2000-2001	31%
AY 2001-2002	37%
AY 2002-2003	12%
AY 2003-2004	20%
AY 2004-2005	29%
AY 2005-2006	46%
AY 2006-2007	36%
AY 2007-2008	57%
AY 2008-2009	90%

Bachelor of Arts in Art*

AY 2007-2008	75%
AY 2008-2009	82%

*The BA degree program was first offered in Fall 2007.

As noted earlier, any conclusions from this data should be used with caution. Moreover, it is important to observe that the appearance of improving percentages is misleading since the data from more recent years do not uniformly reflect attrition rates by students who drop out or otherwise leave the institution in their second, third, fourth and subsequent years of study. Nevertheless, the data for the last three years are encouraging in all programs. More reliable data will eventually track students' persistence to graduation over a six-year period for BFA and BA degree students and a three-year period for film certificate students and will permit a more accurate analysis.

The academic leadership at all levels of the institution has been focused upon retention and is hopeful that the data from the last three years reflect institutional efforts to improve retention. Since the fall of 2003, the institution began taking a much more proactive position. Efforts have been made to attract more serious and better-qualified students, including the addition of a portfolio requirement for BFA students. Through communication with the registrar's office and academic advisors, greater efforts have also been made to provide earlier intervention in the semester when students' class attendance and class work show signs of failure and more direct and personalized advising has been instituted. A college standing committee was established in 2005-2006 to deal solely with retention and the entire general education program was revised with a greater emphasis on developing important fundamental skills among all students.

The standing committee on retention is chaired by the Director of Student Life and meets during the academic year to assess retention efforts and to carry out retention programs. Retention emphasis is on meeting the institution-wide commitment to being a student-centered, learning-centered college in all academic and administrative operations, on tracking reliable retention data, on improved and proactive advising, and on early intervention for students whose class work and attendance put them at risk.

Other efforts to address retention have focused on improving student life programs. There is an off-site counseling service available twenty-four hours a day, seven days a week and staffed by professionals. This service is available to students at no cost for the first three sessions. Steps have been taken to reduce on-campus bureaucracy and generally to make registration and other procedures very student-friendly. The student life office, admissions office, registrar's office, financial aid office, business office and other offices with staff that interact regularly and directly with students are committed to providing a supportive, friendly environment for students.

Financial Aid

The business office and the financial aid office are examples of staffing that have historically been student-centered with exemplary service to students. Moreover, they have done much not only to increase the amount of student financial assistance, but also to make tireless efforts to encourage students to take

responsible steps to increase their financial aid opportunities and to also take care of their financial obligations in a timely and professional way. Other faculty and staff, including the institutional advancement staff, have made important accomplishments toward increasing scholarship programs. A historical overview of the financial aid available to students shows important growth:

Total Student Financial Aid of All Kinds Awarded*

2000-2001	2004-2005	2006-2007	2007-2008	2008-2009
\$900,000	\$2,500,000	\$3,003,304	\$3,323,067	\$3,966,084

*These figures are approximate amounts.

Currently, Watkins participates in federal financial aid programs including the Pell Grants, the Federal Supplemental Educational Opportunity Grants, Federal Work Study, Federal Subsidized Loans, Federal Unsubsidized Loans and Federal Parent Loans for Undergraduate Students. The college also participates in private or alternative loan programs and in state financial aid programs, including the Tennessee Student Assistance Awards and the Tennessee Lottery Scholarships. Watkins also has a growing program of institutional aid, including a variety of self-funded scholarships and grant programs. The average financial aid award to those students who receive awards (77% of the total student body) is approximately \$13,089. On average, about 70% of that figure comes from federal programs, 9% from state programs, 10% from institutional programs, and 11% from other programs. Watkins also employs approximately 10% of its student body in part-time federal work-study positions.

Financial aid is essential for Watkins because the institution historically attracts many students who are interested in pursuing the arts, but have very limited financial resources. The average annual income for Watkins students who are independent (24 years old or older) is just \$11,250. The average annual family income for students under 24 years of age and still receiving family support is a modest \$47,332. In addition, data presented in the earlier section of this document indicate that the pool of students in the institution's primary area of service have and will continue to have into the near future significant financial needs. For many students in Tennessee, particularly minority students, major programs of financial aid will be necessary if they are to have higher education opportunities. Thus, the growth in student financial aid is a positive development for the college and is helpful in addressing recruitment, retention and service in the future to area students.

Despite the positive trend in the availability of aid at Watkins, financial needs remain high and limited financial resources seem to play a major role in retention problems. As noted above, 77% of current students (2008-2009) receive financial aid. Data from the National Center for Education Statistics, which compares Watkins with approximately two dozen peer institutions, suggest that Watkins students receive substantially less in federal grants and student loans than students in other institutions. While carefully trying to avoid giving students

serious debt repayment burdens, Watkins needs to continue expanding its participation in federal grant and loan programs. The loan default rate for Watkins students remains low (3.6%) showing that the financial aid staff has been judicious in its awards and in counseling students about the dangers of unlimited borrowing. As long as the default rate remains low and stable, every effort will be made to increase financial aid opportunities for students while maintaining a relatively low tuition rate.

Tuition

The total costs for attending a four-year private undergraduate college grows each year. Five years ago the average annual costs per student for tuition, fees, books, materials and living expenses was \$29,500 (U.S. Department of Education, National Center for Educational Statistics). Each year since then the costs have increased. By and large, Watkins has limited tuition increases and has maintained a low cost for attendance. In addition, more recently the college significantly expanded its tuition-discounting program to make an art, design and film education more accessible for students.

In the fall of 2007, new merit- and need-based scholarships were developed for incoming freshmen and upper classmen. Several of these scholarships also target minority groups that have documented financial needs. This institutional aid has been maintained and expanded in both the fall of 2008 and 2009. Watkins current discount rate for the entire student body is 9% and for incoming students, it is 12%. By comparison, the discount rate for all students in 2007 was 8%.

Student Life

Since 2004, student life has evolved with the addition of the position of director of student life. With this position in place, extraordinary progress in developing student programs and in encouraging students to take a more active role in college life has occurred. Along these lines, a student government association was established to provide a structure for students through elected representatives to have a voice in issues of concern to them. This program and a weekly online student newsletter have proven to be successful communication vehicles.

A relationship was established with a nearby YMCA to provide students with recreational and exercise opportunities and equipment. All students have been given free memberships as part of their tuition to the Cheekwood Botanical Gardens and Museum of Art and are encouraged to attend “free days” at the Frist Center for the Visual Arts. Special programs throughout the semester designed to personalize student life are offered such as the “Sweet End to the Semester” when faculty and staff supply tables of desserts to students during final exam week. Each of the academic programs sponsors several evening programs each semester including films, workshops and lectures with prominent writers, artists, designers and filmmakers. The director of student life also

encourages students to participate in a variety of fulfilling public service events in the community.

Five years ago, a student food service was established and with management changes has been substantially upgraded since then, most recently in Fall 2009. In Spring 2010, the café will be relocated with the completion of the Cecy Reed Student Center. The Student Center, an exciting addition to the college's campus will give students a significant recreational space to gather outside of the classroom—to work on projects, read or play games. Also, for the first time with the completion of this addition, the college will utilize its urban lake setting with a "boardwalk" and lakeside outdoor seating.

The Office of Career Services launched in the fall of 2008 to assist students, as well as alumni, with career planning from resume preparation to hearing presentations by community leaders on the business aspects of the visual arts. In its first year, the student services specialist (coordinator of career services) worked with students and the community to create, develop and implement internships, insuring proper oversight. The coordinator also contacted students about career and volunteer opportunities in Nashville and beyond. Resume workshops, grant writing and legal aspects of the visual arts will be part of upcoming, expanded workshops in 2009-2010. The duties of the student service specialist are designated as half time for career services. This position was streamlined within the Office of Student Life in July 2009.

In 2008, the institutional website was improved and expanded so that it now provides new services to students, such as a calendar of events, semester overviews and job postings. Further development in 2009-2010 will include other services such as online registration, bill payment services, posting of syllabi and course assignments.

Overall, students appear very satisfied with services provided by the Office of Student Life. Yearly surveys have yielded positive results and high levels of satisfaction. Services provided by the new website, when it is fully functional with all updates, and the planned addition of the new student center should further enhance student life at Watkins.

Student Housing

The first of two residence halls opened in August 2005 and an identical second hall opened in August 2008. Both halls contain twelve apartment-style suites, each with four single-person bedrooms, two baths and a living room/dining room/kitchen combination. Together the residence halls house 96 students. The apartments are furnished including all kitchen appliances. Each bedroom has high-speed internet access and cable television at no additional cost. All utilities are also included. Rents are comparable to those of similar facilities at other institutions in the area.

Following the initial institutional financial investment in the housing units, they were designed to be self-sustaining and, in fact, have been so. As of Fall 2008, occupancy was 88%, a remarkable achievement in the first year of having both residence halls on line. Three additional housing units are envisioned in the next decade with an initial master plan completed accordingly. The concept for student housing on campus is to create a visual arts village in which students live, study and create. The director of student life, with a limited staff of student resident assistants, has implemented policies and procedures, along with events and programs to establish a positive, productive and secure living environment. With an increased demand for student housing, the college anticipates having both residence halls at or near capacity this coming fall.

Campus Security and Safety

Security is regularly addressed in an effort to insure that students attend the college in a safe environment. Already in a relatively safe area of the city, the college has seen improvements in the crime rate in recent years. The low crime rate in the MetroCenter area declined even further in 2007 and again in 2008. Of the 31 zip codes in Davidson County, the MetroCenter area is among the top ten safest (Uniform Crime Report, Metro Nashville Police Department, 2007 and 2008).

Watkins is proud of its record in this area. To date, the college has experienced only a small number of minor thefts at its current location, and there is no record of any violent crime in the institution's 124-year history. The institution maintains regular contact with officials at the nearby north precinct of the Metro Police Department and receives weekly email alerts from the precinct. The president or vice president of finance and operations also meets throughout the year with the MetroCenter Advisory Group and annually with the MetroCenter owners' association where crime is regularly monitored and discussed.

The above having been said, the administration at Watkins knows that no area of the city or the college is immune from violent crime. Watkins has published safety guidelines designed to address numerous emergency situations, including personal injury accidents, emergency building evacuation, bomb threats, toxic substance contamination, severe weather situations and other kinds of potential disasters.

There are security camera systems and door alarms. Outside security lighting is provided. The front desk in the academic building is staffed at all times. An unarmed, uniformed security guard is on duty at the front desk, in the parking lot, and in the housing area throughout the night. The guard is instructed to be proactive in walking students to their cars in the evening and in spotting unauthorized visitors to campus. Flyers are given to students each semester, which outline specific steps and precautions they should take to maintain their safety and security. The Office of Student Life has reasonable procedures in

place to address mental health problems that can create safety issues for the campus.

In addition, the Watkins Safety and Security Committee, which meets throughout the academic year, developed the following recommendations in the spring of 2007 for enhanced security, which were approved by the Board of Trustees in June 2007:

- Faculty and staff participation in a training program to assist them in identifying troubled students and in facilitating counseling for those students
- The installation of a computer new program that can be added to an anticipated new phone system that will allow for immediate emergency messages sent to all office phones and in-house loud speakers in all classrooms, studios, and public places
- The installation of “panic” buttons on all office phones
- The installation of emergency phones in corridors in student housing
- The installation of a call-forwarding system for the reception desk to cell phones carried by reception desk personnel and security personnel
- New door locks on classrooms and studios that permit locking from the inside.
- Upgraded exterior security cameras that provide “night” vision
- The development of new protocols to address serious emergency situations that are not currently listed in the safety manual.

Nearly all of these enhancements have been implemented at the time of this writing. Additional protocols for emergency situations have been discussed and will be executed in the fall of 2009. Changes to the safety manual are scheduled to be complete at that time, as well. The training program will be implemented in the spring of 2010.

In regards to the academic program, safety is an important consideration in the operations of various studios, particularly in the fine arts and photography programs. Extensive training and supervision are provided in studios, so that students learn correct procedures in using equipment, materials and chemicals. Particular efforts have been made in the last year to improve air quality in the photography and fine arts studios. In addition, three shops were equipped with eye wash stations, first aid kits and instructional signage. A SawStop brand table saw was purchased. This machine has a blade-arresting mechanism that is activated by moisture, which is an important additional safety feature.

In summary, Watkins takes its commitment to provide a safe and secure learning and living environment very seriously.

Student Satisfaction

In general, students appear to be satisfied with most aspects of the college. For the last nine years, Watkins has used a nationally normed evaluation instrument to measure students' general satisfaction with academic programs, faculty, instruction, advising, equipment, security, administrative procedures and other aspects of campus life. The results have been in line with national norms and generally very positive, especially given the limited resources of the college. The 2009 survey (Noel-Levitz Student Satisfaction Inventory) suggested that the institution received favorable ratings and met many of its important commitments to provide a safe, secure, student-centered environment and a quality program of instruction. A number of areas that had been listed as needing attention in the 2007 and 2008 surveys were addressed and those areas appear this year as strengths. Overall, the survey showed that the following areas were judged by students to be areas of great strength for the institution:

- My advisor is concerned about my success as an individual.
- My academic advisor is approachable.
- My academic advisor is knowledgeable about my program requirements.
- Faculty is usually available after class and during office hours.
- It is an enjoyable experience to be a student at this school.
- Students are made to feel welcome at this school.
- The school staff is caring and helpful.
- Faculty cares about me as an individual.
- The school is safe and secure for all students.
- Nearly all of the faculty is knowledgeable in their fields.
- There is a good variety of courses provided at this school.
- I am able to experience intellectual growth here.
- The institution has a good reputation within the community.
- On the whole, the school is well maintained.
- The school has a great reputation within the community.
- Faculty are understanding of students' unique life circumstances.
- The personnel involved in registration are helpful.

On the other hand, students indicated in some important areas that the college's performance did not meet their expectations. In some instances, there are some inexplicable contradictions with several of the strengths listed above. Perhaps most importantly, there is within both the 2008 and 2009 results some concerns expressed by students that have appeared regularly in the past concerning class scheduling, career guidance, internships and providing students more timely feedback about their performance in class as the semester moves along. In addition, there are some areas listed as challenges, particularly in the quality of instruction, which have not appeared before. Changes in instructional personnel have been made in 2008 and 2009. In addition, the college instituted the Office of Career Services this year. Hopefully, these changes will reflect improvements

in the 2010 survey. Below are areas where the 2009 survey suggested that the institution faces certain challenges with student satisfaction:

- Classes are scheduled at times that are convenient for me.
- I am able to register for classes I need with few conflicts.
- Faculty provides timely feedback about student progress in a course.
- The career services office provides students with the help they need to get a job.
- The school does whatever it can to help me reach my educational goals.
- Internships or practical experiences are provided in my degree/certificate program.
- Faculty is fair and unbiased in their treatment of individual students.
- The quality of instruction I receive in most of my classes is excellent.
- The quality of instruction in the academic programs is excellent.
- The equipment in lab facilities is kept up to date.
- Adequate financial aid is available for most students.
- I seldom get the “run around” when seeking information at the school.
- Students are notified early in the term if they are doing poorly in a class.
- My academic advisor helps me set goals to work toward.

The Office of Student Life survey, discussed earlier in this document, also reflected a positive degree of student satisfaction with high levels of approval (75%) of the overall programs and services offered by that office. On a scale of one to five with five showing the highest level of approval, more than half of students rated the work of the student life office with a four or five. In the fall of 2008, the Student Government Association and the Office of Student Life, held a town hall meeting with Watkins’ students. The students rated the business office, registrar’s office, and financial aid with high satisfaction. Issues including space, the current café and the library are being addressed with the renovation and construction of the building addition during the 2009-2010 academic year.

The annual alumni survey also continued to yield mostly positive response from graduates. Two hundred and eighty-one alumni were sent surveys and of the 42 respondents, 82% of those who responded are working in a position directly related to their major, 96% said Watkins prepared them for their career, and 100% of the respondents said they would recommend Watkins to others. (Alumni Survey, September 2008, Office of Institutional Advancement). When compared to the results of the 2007 survey, there was a significant increase in all areas.

Opportunities and Challenges

A small, highly committed and talented student body presents Watkins with an opportunity to continue, improve upon and expand its service as a quality undergraduate visual arts institution, carrying out its mission in visual arts

education while making an important cultural impact on the local, regional and national communities. Increasingly, Watkins' students are committed to full-time status and to the pursuit of the BFA and BA degree programs. These trends support and strengthen the institution's commitment to its bachelor's level program.

Students for the most part are pleased with the college, and many are successful with an annual graduation of approximately 50 students. Classes are small allowing for significant interaction between instructor and student. Tuition remains comparatively low, which makes up in part for limited funding for scholarships. Moreover, funding for scholarships and other forms of financial aid has grown substantially in recent years and is an important factor in the ability of many students to attend the college. Emphasis on the cultivation of a campus community is shown by the attention given to student life programs and concerns.

In addition to opportunities, Watkins recognizes challenges. More attention should be given to determining their preparedness for college-level work, and in measuring and addressing these weaknesses. In the 2008-2009 academic year, a writing center was established to meet these challenges. In 2009-2010, it is the expectation of the writing center's leadership to implement the program more fully.

There is limited ethnic diversity among the Watkins student body. Diversity in recruitment is a challenge and a goal. Increased financial incentives to attract a more diverse student body are needed. Increases in scholarships and financial aid have been significant for students over recent years, and greater increases will be needed in the years ahead. Greater attention needs to be given to the development of merit- and need-based financial assistance for students broadly.

Retention issues must continue to be studied, measured, and addressed. Small classes with a small full-time equivalent faculty have advantages, but can also place a financial burden on the institution. Class sizes will need to increase in courses where it can be done without sacrificing the effectiveness of instruction.

To ensure that all the institution's programs remain strong in quality and instruction, actions need to be taken to promote greater enrollment throughout the institution. With the restructuring and addition of personnel in the admissions office in 2009, the institution should see a steady growth of full-time enrollments. All academic programs need larger enrollments to sustain and grow their faculties, to meet their ongoing equipment needs and to staff the full range of courses currently offered in these fields. Each program must be carefully reviewed and addressed accordingly. Some consideration also needs to be made toward the review of the film certificate program.

Substantial improvements in student life programming have been made with an updated website as well as an office of career services, which assists students and alumni with placement services and internship opportunities. Also, as the institution has begun to attract more traditional college-age students and more students who wish to attend full-time, the college opened an additional on-campus housing facility. Retention and general academic performance must be better measured and addressed. In addition, the retention committee in consultation with the entire faculty needs to determine if there are ways to give students even more timely feedback on their level of performance in classes early in each semester.

While retention and graduation are important goals, the institution is also concerned with determining success for alumni after graduation. Annual alumni surveys have been instituted with positive preliminary results. Greater effort must be made to measure the degree of success students have once they leave the institution with feedback given to the academic departments, so that adjustments can be made to address weaknesses in the undergraduate program as they are identified.

II. Academic Programs

Watkins College of Art, Design & Film offers the Bachelor of Fine Arts degree in five programs: Film, Fine Arts, Graphic Design, Interior Design and Photography; the Bachelor of Arts in Art, and a professional Film Certificate Program. The BFA in Film features a major with five concentrations: cinematography, directing, editing, producing and screenwriting. The BA in Art, begun in the fall of 2007, offers concentrations in seven different media-based areas. Beginning in fall of 2009-2010, the BFA in Graphic Design will include a concentration in illustration, which was approved by the Board of Trustees in November 2008. All of these degree programs are included within the accredited institutional membership in the National Association of Schools of Art and Design (NASAD). The BFA in Interior Design is accredited additionally by the Council for Interior Design Accreditation (CIDA), formerly known as the Foundation for Interior Design Education Research (FIDER). All degree programs are discussed in detail in the college catalogue and their curricula are presented in full.

In keeping with its mission, Watkins' general education program includes a liberal arts core, and the fine arts program includes a fine arts foundation core for all students. The liberal arts core consists of a diverse series of classes in the humanities, arts and sciences. Its goals are to insure that students develop skills as writers, speakers and thinkers and to give them a broad understanding of major cultural and intellectual traditions. A new program focusing on these goals was implemented in 2007-2008 and is proving to be successful. The fine arts foundation core provides a base of knowledge that students will use in all major disciplines, such as color, composition, drawing skills and an appreciation of the visual arts as a whole.

The faculty evaluates the curriculum in each academic major program, as well as general education and the fine arts foundation, annually. Evaluations include: outcomes testing for students, student and departmental chair written evaluations of instruction, and faculty evaluation of departmental missions, learning objectives in each courses, course syllabi and forms of pedagogy.

A special feature of all academic major programs is the commitment each has to experiential learning and service-learning opportunities. Every department uses hands-on activities in a real world laboratory that enhances knowledge and brings the lessons learned in the classroom and studio directly to the marketplace for service to others and, in turn, for enhanced learning for students. These projects additionally help students begin to see, understand and make the critical transition from college life to a profession in the visual arts. Each year every department engages students in projects in the community that benefit other non-profits organizations, public schools, charitable groups, businesses, civic organizations and others. These projects are meaningful and exciting to students; help them become fully engaged in the learning process; are useful activities for promoting retention, and help demonstrate to the public the importance of the visual arts as critical tools for problem-solving and for accomplishing important business, charitable and civic goals. Over the last two years the institution has engaged in approximately 70 such service-learning projects.

In the mid-state area and throughout Tennessee there are 12 NASAD-accredited institutions. However, very few offer studio-based BFA degrees in the five fields provided by Watkins. Watkins, for example, has the only undergraduate film department in the mid-south region, although other institutions offer some film studies programs and a few offer a limited selection of production courses.

Watkins College of Art, Design & Film has been a member of NASAD since 1996. Each program underwent substantial on-site evaluation in 2008 by a re-accreditation team from NASAD, and the interior design program was fully evaluated by CIDA (FIDER) in 2004. All reviews were positive. A reevaluation by CIDA will take place in the spring of 2010. In October 2008, NASAD voted to reaccredit Watkins for a ten-year period. No follow-up or progress reports were requested. And, in December 2008, the Commission on Colleges of the Southern Association of Colleges and Schools voted to admit the college to Initial Candidacy for Membership in the association.

Opportunities and Challenges

Watkins is an institution that understands its strengths and what it wishes to accomplish. Watkins will broaden its academic scope gradually to insure that equipment, space, faculty and processes are in place to support expanded programs. Its steady focus is on affordable, high quality undergraduate programs in the visual arts. With its primary emphasis on studio-based BFA degrees in art, design and filmmaking, Watkins is fortunate to have limited

regional competition from traditional colleges and universities and to be able to offer students unique and needed programs. There is some increasing competition in these academic areas from for-profit institutions. However, the faculty and staff are confident that Watkins' commitment to quality and improvement will hold it in good stead. The institution, if it carefully monitors, evaluates and improves its programs, hopefully will continue its steady growth. Such growth will give the institution greater financial stability and the economies of scale needed to offer its students a full range of support services and to provide a greater number of full-time faculty.

There will continue to be both opportunities and challenges for Watkins. The institution must insure that its programs continue to maintain the highest levels of academic integrity and marketability so that they prosper. The institution must be continually mindful of its mission with its emphasis on equipping students with the knowledge, concepts and skills to succeed as professional artists, designers and filmmakers.

It is important to see that the curricula reflect the needs of graduates, which may not always coincide with the academic, historical, artistic and pedagogical preferences of the faculty. Students achieving positions related to the skills and knowledge they acquire in their degree and certificate programs is an important consideration. Along these lines, since 2007 the faculty in each academic department regularly reviews their program to determine if the major needs to be reorganized, revised, updated or otherwise improved. Outcome data for each current class and market data are used in the decision-making and subsequent revisions. This process is now incorporated into the annual institutional effectiveness effort to insure that all programs remain current and committed to improvement. All programs must remain open to curricular and pedagogical changes that will enhance the marketability of their students. Improved marketability of graduates can improve recruitment in those programs and can strengthen their abilities to survive, grow and prosper.

With steady enrollment growth, within the next five years there will be opportunities for expansion with increased undergraduate majors, such as animation and web design. The college will also begin the investigation of post-baccalaureate programs and graduate programs, possibly in collaboration with other colleges and universities.

III. Faculty

Watkins College of Art, Design & Film has been successful in its efforts to locate, employ and retain qualified faculty members. Since 2003, national searches have been used as part of the standard hiring process. A review of faculty credentials, professional activities, teaching activities, public and professional service, and community services demonstrates that the institution has been successful in assembling a strong faculty. In the spring of 2008, the National Association of Schools of Art and Design evaluation team reflected positively on

the faculty: “. . . [full-time and part-time faculty] have the requisite educational credentials (advanced degree work and/or the professional equivalent experience) to deliver Watkins’ programs. The faculty listings represent both young and seasoned faculty from diverse institutions with a healthy gender balance. In both group and individual meetings the faculty members appear to be committed to Watkins and have a good rapport with each other” (*NASAD Visitors’ Report*, June 5, 2008).

Full-Time Faculty: Number

The full-time faculty have more than doubled from eight in Fall 1999 to 20 in Fall 2008 and 21 in Fall 2009. Over this period of time, the institution has also added five administrators with appropriate academic credentials for part-time teaching assignments. In addition, six full-time technicians and lab assistants provide classroom, studio and technical support to the faculty. Nine of the full-time faculty are women and 12 are men. In regards to diversity, while there is a reasonable gender balance, there is no discernable ethnic diversity among the full-time faculty. In all new employment searches, extraordinary efforts must be made to diversify the faculty further.

Factoring in adjuncts, the FTE faculty have grown from 16.9 in 1999 to 22.7 in 2008, or a growth of 34%. Overall, these figures show a substantial increase in faculty compared to a more modest growth in enrollment, demonstrating the institution’s commitment to offer more classes taught by full-time faculty. At the same time, department chairs and the academic vice president have worked hard to manage enrollment so as to offer fewer undersubscribed courses, while meeting the needs of students. This effort has helped to balance the financial expense of a larger full-time faculty.

Continued success in the long run will require that the academic leadership maintain a judicious approach to class scheduling, advising and staffing to limit the number of undersubscribed courses. At the same time, the institution will also need to look more toward new enrollment and increased fundraising to offset the costs of needed financial aid, equipment, facilities maintenance, salaries and benefits.

In the fall of 2008, full-time faculty were assigned to academic programs as follows:

Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education
5	5	3	3	2	2

In Fall 2009, there was an increase of one faculty member in the film department.

Recent priorities included a full-time faculty addition in the general education program in Fall 2008 and one new position in film for 2009. Additional full-time faculty will be added as enrollment growth demands.

Adjunct Faculty: Number

Each year, Watkins employs approximately 50 part-time adjunct instructors. By and large in the past several years, both genders have been represented equally. Ninety-six percent of the adjuncts have been Caucasian with 4% being African-American. Based on FTE faculty (12 credit hours taught = 1 faculty member), the adjunct faculty in the fall of 2008 was 9.5. Distribution for each program in the fall of 2008 was as follows:

Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education
1.75	1.25	1.5	1.25	1.75	2

While the institution's commitment to have the majority of its class taught by full-time faculty, the college highly values its part-time teaching staff. Adjunct faculty add an important marketplace, "real world" factor to the institution's teaching. Some have been at Watkins for many years and have given excellent service to the institution as knowledgeable and talented instructors. Efforts have been made over the last three years to improve salaries, involve adjuncts more directly in institutional governance and provide them with shared office facilities. In the fall of 2008, approximately 35% of classes were staffed by adjunct faculty (65% by full-time) and approximately 37% of credit hours were delivered by adjunct faculty (63% by full-time).

The following chart demonstrates the ratio of full-time faculty and full-time equivalent faculty (adjuncts) to the number of FTE students (total student credit hours divided by 12 = 1 FTE student).

	Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education	Average
2007	1 to 13.3	1 to 13.7	1 to 9.5	1 to 8.7	1 to 10.7	1 to 27.7	1 to 13.9
2008	1 to 13.7	1 to 13	1 to 9.6	1 to 12.9	1 to 9.7	1 to 21.5	1 to 13.4

Credentials

Of the full-time faculty, 15 hold terminal degrees in their field while six hold graduate degrees in their field that are not considered terminal degrees. One faculty member has alternative credentials. Degrees according to discipline and/or department for the fall of 2008 were as follows:

Fall 2008 Full-time Faculty	Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education	Total
Terminal Degree in Field	4	5	3		2		14
Graduate Degree in Field				3		2	5
Alternative Credentials	1						1

In the interior design department, two faculty members are currently enrolled in terminal degree programs, and one of them will be graduating with an MFA in the fall of 2009.

Credentials for the adjunct faculty based on those employed in the fall semester of 2008 semester were as follows:

Fall 2008 Adjunct Faculty	Film	Fine Arts	Graphic Design	Interior Design	Photography	General Education	Total
Terminal Degree in Field		3	1	2	5	4	15
Graduate Degree in Field	3		2	1		2	8
18 Grad Hours in Field	1		2				3
Alternative Credentials	1		2				3

Full-Time Faculty Salaries

The average salary for full-time faculty for the last five years with the comparison from the previous year is as follows:

Year	Average Salary for Full-Time Faculty	+/- Percentage
2004-2005	\$42,227	+3%
2005-2006	\$45,318	+7%
2006-2007	\$46,233	+2%
2007-2008	\$48,581	+5%
2008-2009	\$45,995	-6%

Salaries for 2008-2009 were lower as the result of two positions being vacated and replaced by instructors who were given lower salaries based on experience levels or academic credentials.

The average salary of Watkins faculty at all ranks is about the same as the average new assistant professor in visual arts in all public and private institutions across the nation ("Faculty Salaries Up 3.8%," *Inside Higher Education*, March 13, 2007, citing the annual study by the College and University Professional Association for Human Resources). Perhaps a better salary comparison is provided by IPEDS data using members of the Association of Independent Colleges of Art and Design (AICAD). Using the twelve AICAD colleges with less than 500 FTEs as the base line, Watkins' salaries for full-time faculty compare favorably:

Year	Peer Institutions*	Watkins College of Art, Design & Film	+/- Percentage
2004	\$37,686	\$42,227	+11% Higher
2005	\$38,706	\$45,318	+17% Higher
2006	\$39,223	\$46,223	+15% Higher
2007	\$40,539	\$48,581	+16% Higher

*Art Academy of Cincinnati, Corcoran College of Art & Design, Cranbrook Academy of Art, Laguna College of Art & Design, Lyme Academy College of Fine Arts, Maine College of Art, Memphis College of Art, Montserrat College of Art, Moore College of Art and Design, Oregon College of Art & Craft, Pacific Northwest College of Art, Pennsylvania Academy of Fine Arts

IPEDS has yet to publish faculty salaries for the 2008-2009 academic year. Regardless of the factors used for comparisons, salaries at Watkins seem modest and have been driven primarily by demand and availability in the academic market, with limitations based on the institution's funding abilities. The NASAD visiting team of evaluators in the spring of 2008 stated that the salaries were "relatively low" and in the lower quartile for all higher education institutions in the southeast. The institutional leadership considers improving salaries a priority and efforts in recent years have been made to keep faculty salaries in line with an established system that incorporates additional factors, including academic credentials, rank and years of experience.

Full-Time Faculty Contracts

The institution does not have a tenure system. Since the fall of 2003, contracts have been offered for up to two years. As of 2009, new faculty receives one-year contracts to allow time for appropriate evaluation prior to offering an extended contract. Experienced faculty receives two-year contracts. Contracts for faculty and department chairs were reduced a few years ago from twelve months to nine or ten months respectively with no decrease in annual compensation. This decision was based on the need to provide faculty with more time to pursue professional interests and development, as recommended by NASAD.

Full-Time Faculty Benefits

Benefits are competitive. The institution provides a retirement program through TIAA-CREF with a match of the employee's contribution up to six percent of his or her salary. A health care program and a term life insurance program are provided at no cost to the employee, at a time when employers across the nation are cutting back substantially on benefits, especially health care benefits. On the downside, health care coverage for dependents requires premium payments by faculty, and the premiums are relatively high based on age and family size. Moreover, the future of health care benefits is uncertain. Already many institutions and businesses are shifting more and more of the costs to employees through higher co-payments and deductibles. The college must continue to monitor and revise, as needed, its health care benefits.

A number of other standard benefits are also provided including generous leave time. Faculty is provided some department-level support for professional development, including limited support for travel, conferences, specialized

equipment and use of studios. However, the institution recognizes that the levels of support are minimal. As the college grows and continues to mature, a sabbatical policy should be put in place.

Adjunct Faculty Stipends

Prior to 2006-2007, Watkins had an inconsistent system for per-course adjunct stipends that was loosely related to discipline, credentials, demand and availability in the Nashville area. In the summer of 2006, a qualifications/payment policy for adjunct faculty was put in place and implemented in January 2007. The provisions are as follows:

- All adjuncts must meet or exceed appropriate accreditation standards. Alternative credentials will not be accepted.
- The base pay for adjuncts is \$2,000 per lecture course and \$2,200 per studio course.
- There is an additional stipend for instructors with terminal degrees.
- Additional stipends are available on a limited, quota basis for Senior Adjunct Instructors and Special Guest Lecturers.

These guidelines gave the institution a consistent, equitable pay scale that meets accreditation standards.

Teaching Load Assignment

Load assignments reflect general practices across the nation at undergraduate teaching institutions and fall within the standards provided by the National Association of Schools of Art and Design. A typical load for a full-time faculty member is three studio courses with three hours credit each or four lecture courses with three hours credit each. Department chairs have a reduced teaching load of one course.

Rank and Promotion

In 2004-2005 the Board of Trustees approved a peer-review system for faculty rank and promotion. Prior to that time, rank and promotion had been largely discretionary and lacked uniformity. In 2006-2007 the approved system was fully implemented. In Fall 2008 the Board of Trustees formally approved a provision of salary increases that recognized faculty promotions. Beginning in 2009-2010 the president implemented systematic increases for promotion at rank.

Participation in Governance

Faculty participate in governance in a variety of ways. At the departmental level, faculty formulate curricular and other decisions relating to each academic program, and recommendations are then forwarded to the curriculum committee chaired by the vice president for academic affairs. The academic vice president encourages universal faculty participation in curricular decisions and has achieved success according to indicators. NASAD evaluators met individually and in groups with the majority of faculty members in their 2008 visit and

reported high faculty morale and a strong degree of support for the vice president for academic affairs.

Faculty is also involved in governance through a system of standing committees adopted in 2005-2006. Standing committees include the Curriculum Committee, Promotions Committee, Admissions Committee, Institutional Accreditation Committee, General Education Committee, Strategic Planning Committee, Retention Committee, and Safety and Security Committee. All of these committees have formal, written guidelines, charges and specified membership requirements. In addition, there are formal provisions for ad hoc committees as needs arise.

In 2005, the Faculty Senate was formally established. By-laws were drafted and approved by the Board of Trustees. The Senate is made up of full-time and adjunct faculty from all academic programs. Staff, administrators and department chairs may not serve on the Senate. The Senate reports directly to the president. Over the past three years, the Senate has made important contributions to the college particularly in the areas of the new BA program, policies on intellectual property rights, the gallery policies and the new policy on salary increases linked to promotion in rank.

All of the faculty governance structures are important additions to the operations of the institution. The academic vice president has made special efforts to see that these structures are energized, so that there is a greater opportunity for universal participation in decision-making at the institution.

Opportunities and Challenges

Faculty is the strongest asset for the institution, demonstrating extraordinary commitment to the college, its mission, and particularly its students. Both full- and part-time faculty benefit the institution with a shared vision, special expertise and professional accomplishments as artists, designers and filmmakers, as well as a commitment to outstanding classroom and studio instruction. Administrative leadership regularly observes that faculty tend to be task-oriented and work well beyond the normal work week. Numerous full-time and adjunct faculty have served Watkins for many years. Adjunct faculty make important contributions to the instructional program, bringing an important marketplace dimension to the college. Salaries for full-time faculty are adequate, but modest. Benefits are competitive. Load assignments are in line with other similar institutions. A workable rank and promotion system created with faculty participation and approved by the Board is in place. Salaries for adjunct instructors seem low, although perhaps higher than stipends paid by many area institutions. An equitable and consistent system for paying adjuncts has been adopted.

The majority of faculty hold terminal degrees and is also qualified by outstanding professional accomplishments. The ratio of faculty to students provides the

opportunity for significant instructional interaction among instructors and students.

Faculty have ample opportunities to participate in governance, particularly in the past three years. The vice president for academic affairs has encouraged faculty to use these structures to participate more actively in institutional deliberations and decision-making.

There are challenges in the faculty area for the institution. Although full-time faculty staffs the majority of courses and the institution has a positive ratio of full-time faculty to the number of FTE students, there is a strong commitment to increase the number of full-time faculty as the curriculum evolves and enrollment growth permits. Full-time positions were added in general education and film in 2008 and 2009 respectively.

While salaries are within a reasonable range, they remain modest. Support for faculty development is a challenge. Currently, only minimal support is provided, and at present there is no sabbatical policy in place. On a positive note, in 2009-2010, the college did institute systematic salary increases with promotions at rank. Benefits, while strong, may become a problem in future years, particularly health benefits.

In terms of terminal degrees, the Interior Design program particularly presents challenges. There are few terminal degree programs around the country in this discipline and very few candidates with terminal degrees in the market for faculty positions. A recent study, completed by Watkins, surveyed academic programs in interior design across the nation. The conclusions were that most institutions accept masters-level degree faculty; nevertheless, there is still an interest throughout the discipline in creating more terminal degree programs and more professionals with terminal degrees. The Interior Design faculty at Watkins is highly qualified based on academic credentials, as well as practice-based experience in the field. Thus, while Watkins aspires to have full-time faculty in interior design with terminal degrees and soon will have one individual holding the MFA, the current program appears to fit the norm at most institutions across the country.

IV. Community Education and Enrichment

Watkins has a long and proud legacy of community service. Today, that legacy continues not only through service learning projects in the degree program, but also and importantly through Community Education and Enrichment, which provides on-site and outreach programs in the visual arts. The program is staffed by a director and assistant director and is organized under institutional advancement. Courses, workshops, and other enrichment experiences are designed for young children and teenagers (Young Artists Program) and adults (Adult Community Education Program). The programs adhere to high academic standards in the commitment to quality content and quality instruction. The

Young Artists Program strives to meet and exceed state department of education standards for arts education and offers a graduated, age-appropriate, integrated curriculum for pre-K students through teenagers.

The program, attended by the community at large, receives support from local and state granting agencies, including the Memorial Foundation, Tennessee Arts Commission and Metro Nashville Arts Commission. Comparison data on participation in the past five years show stability and/or growth of the program in the fall and spring semesters. The director of the program is evaluating the decline in enrollment for the 2008 and 2009 summers and addressing it for the future. Initial analysis points toward the elimination of a scholars program through the Community Foundation, the elimination of classes offered gratis to winners of the regional scholastic art competition and the economic downturn.

Total Participation in the Community Education and Enrichment Program

	Spring	Summer	Fall
2005	171	624	178
2006	235	598	159
2007	239	640	183
2008	262	537	188
2009	256	462	not complete

Important new initiatives have been developed in past several years. A “spring break” program offers a weeklong art experience for children during the Metro Nashville Public Schools’ recess in March. A filmmaking “boot camp” for teenagers with a two-week intensive class has produced award-winning student films selected for screening in the internationally competitive Nashville Film Festival. Outreach has also been extended with art classes taught in Spanish and off-site programs at several new places in the Metro Nashville area, including two regional libraries that primarily serve minority populations and the FiftyForward Knowles center. An artists lecture series has proven to be successful. Most recently, in Summer 2009, a pre-college, three-week, intensive program for highly motivated high school students was initiated with majors in fine arts and film. In Summer 2010, this program will expand to include graphic design, photography and interior design majors, and students will have the opportunity to live on campus for a fuller college-like experience.

Community Education and Enrichment shares facilities with the degree program for teaching studios and classrooms. While this provides the Community Education program and the broader community with sophisticated college-level facilities and makes efficient use of the institution’s physical plant, the growth of the degree program with more students living on campus in a 24/7 environment creates challenges for Community Education. It can be difficult to schedule classes during the fall and spring semesters. Creative solutions will need to be found to accommodate increased community participation in non-credit enrichment programs and increased enrollment in the undergraduate degree program. The building addition and renovation scheduled for completion in

Spring 2010, along with careful scheduling, should alleviate some of the competition for space.

Opportunities and Challenges

Community Education and Enrichment gives the institution a critical dimension of outreach in the arts and establishes an important bridge to the community at large. The roots of the institution are based in the community's educational needs and interests, and the college believes that this program is a vital component of Watkins today and its mission. Every effort must be made to see that the program continues to succeed and expand. It is the institution's legacy.

The challenge, as already noted, is to find additional space for the community programs. Continued efforts will be made to schedule creatively around the degree program and to place programs at off-site locations. The continued cooperation of the degree program in finding ways to accommodate Continuing Education's offerings will be essential. Each program benefits the other.

V. Administration and Staff

Currently Watkins is served by an administrative staff of 31 full-time persons and six part-time persons. In 2000-2001, the institution had 21 full-time and four part-time staff. It is important to note, however, that seven of the current staff includes two librarians and five lab/equipment/ technology specialists who provide academic support primarily. In 2000, there was one librarian and a part-time technology specialist. Thus, the increase in staff has been by and large in academic support positions. In terms of administrative work outside of academic support areas, there has been only a small increase in positions during this timeframe.

Of the 31 full-time staff members, 17 are women and 14 are men. There are four African Americans and one Asian American. For 2008-2009, the average salary was \$46,554.

Administrative Organization

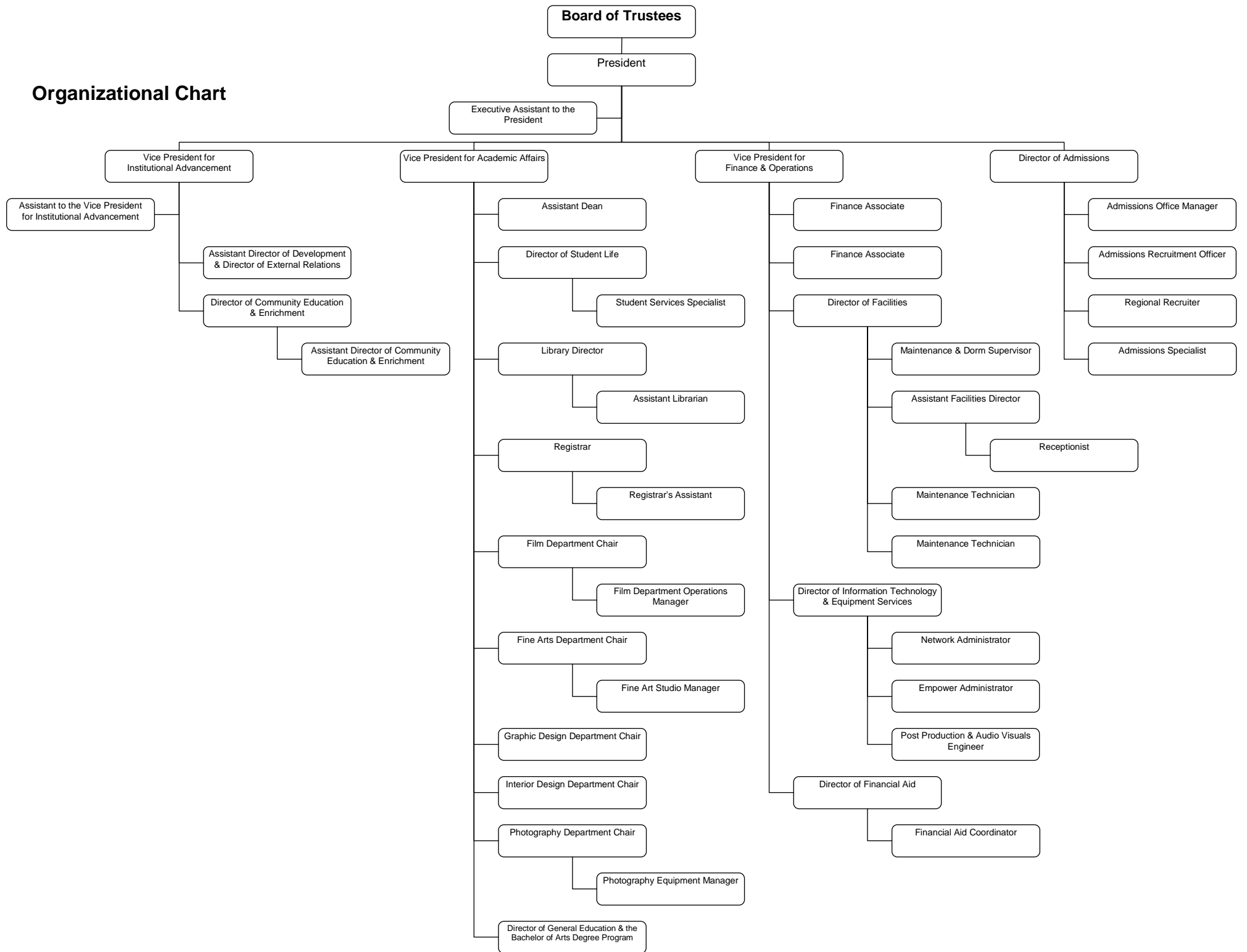
The president is delegated authority by the Board of Trustees to oversee the academic and administrative affairs of the institution. Reporting to the president are the vice president for academic affairs and dean of the faculty, vice president for institutional advancement, vice president for finance and operations and the director of admissions. With the change to a full-time (vs. part-time) director of admissions in January 2009, the president now shares administrative support with the vice president of institutional advancement, as staff in that office had available time.

Compared to its self-selected 29 peer institutions, Watkins in 2007-2008 functioned with slightly more than 50% (28 compared to 50) of the average number of administrators and staff employed by other similar colleges (IPEDS, 2007). The addition of three new full-time staff positions and a regional

admissions recruiter in fall of 2008 was a move in the right direction to serve the student body well. Except in limited instances, such as in the institutional advancement and the registrar's offices, there is no clerical support.

The organizational chart for the institution follows:

Organizational Chart



Duties and Responsibilities of Administrators

The president oversees all educational and administrative areas and interacts directly with the Board of Trustees. The vice presidents and director of admissions meet weekly with the president as the President's Council. In the fall of 2008, the president's executive assistant, who since 2006 oversaw the Admissions Office, was appointed as a full-time director of admissions. Many of the administrative duties associated with the executive assistant have been transferred to other staff members.

The vice president for academic affairs and dean of the faculty is the chief academic officer. This office oversees all academic departments and related issues and policies, faculty staffing, the library, registrar's office, student life, the institutional effectiveness program and accreditation.

The vice president for finance and operations oversees and processes all financial and personnel transactions, including all internal issues related to auditing, insurance, benefits, capital expansion, maintenance, banking and investments, loans and debts, payroll coordination and oversight, student fees, and day-to-day business operations. In addition, the vice president oversees all personnel matters including benefits and insurance, and other operations dealing with maintenance, security, equipment, facilities and technology. Normally, the president and the vice president for finance and operations dually sign all checks and other internal financial documents. The president also reviews on a regular basis all banking and investment statements, payroll documents and other financial documents. Security, grounds maintenance, and certain other maintenance chores are outsourced by contract through the office of the vice president for finance and operations and the director of facilities.

The finance and operations vice president also has organizational jurisdiction over information technology and equipment services for the institution. This area of operation consists of a four-person unit including an IT director, a post production and audio visual engineer, a network administrator and an Empower administrator.

During the 2008-09 year, the Office of Admissions was reorganized, with the current director of admissions working full-time in that capacity. The director of admissions provides leadership in the planning and implementation of the recruitment program including: an annual marketing and communications plan, the development of recruitment publications, applicant evaluations, pre-student counseling, financial aid leveraging, preliminary enrollment and statistical analyses of all applicants for admissions, and the achievement of enrollment goals. In 2008-2009, a regional recruiter was added to the staff. In Fall 2009 a second regional recruiter (admissions specialist) was added. Currently, the office is staffed by the director of admissions, an admissions office manager, recruitment officer and two regional recruiters. These recent changes reflect a

more assertive recruitment direction with increased data-based marketing. Early results are demonstrating an increase in student body numbers.

The institutional advancement office includes all annual and capital fundraising, grant applications, and all external communication functions with donors, alumni and the media. This office oversees and coordinates several major fundraising and celebratory college events per year. The Community Education and Enrichment program is organized under this vice presidency.

All of these administrative offices have limited or no support staff. All have multiple responsibilities and generally work with each other in a team effort to accomplish institutional goals. The vice presidents also regularly serve as liaisons to applicable Board of Trustees' committees.

Opportunities and Challenges

Administrative staff is modest in size with many individuals having multiple duties and little or no clerical support. But the modest size and heavy workload create a strong and bonding culture where everyone is willing to work long hours, to take on multiple tasks and to help each other when needed. There is a shared vision and commitment to see that the institution grows, prospers, improves and, above all, serves students with quality programs. People enjoy their work. For the most part, morale is good, and every staff member seems to go out of his or her way to accommodate students, particularly in those offices that interact with students on a daily basis. Nevertheless, additional staff will be needed as the institution grows.

Additional full or part-time staff positions are envisioned in student life (particularly housing), academic affairs, the business office and the president's office. Marketing of the institution will need a consistent branding effort and thus, a full-time communications staff person that works in tandem with admissions and other offices.

Given the institution's interest in enrollment expansion in order to achieve critical mass for all academic programs and to achieve efficiency in staffing, increased recruitment efforts are critical to the institution's future. Changes in the admissions office in the last several years and most recently with the appointment of a full-time director of admissions should achieve the desired results. Broad awareness of the institution is a major challenge.

VI. Commissioners and Board of Trustees

The authority of the Commissioners and Board of Trustees was discussed in an earlier section of this document. The Commissioners and Board of Trustees at the beginning of the 2009-2010 academic year consisted of 29 voting members, including 17 men and 12 women. There are five African Americans among the voting membership and one member of Indian descent. In addition to the 29 voting members, the Board had three ex officio members: the Governor, the

Attorney General of Tennessee and the president of the college, and three trustee emeriti.

All voting members of the Watkins Board serve on at least one committee, and most serve on two. All committees meet regularly throughout the year. The standing committees are: Executive Committee, Development, Educational Affairs, Facilities, Finance, and Membership and Board Operations. Each committee has specific duties and structures with meetings scheduled throughout the year.

The full Board meets five times per year on regularly scheduled dates. The Executive Committee, which can act on behalf of the Board on matters within Board policy, is scheduled to meet monthly. The full Board and the committees address major policy issues and generally refrain from involvement in the day-to-day operations of the institution.

Attendance at and participation in Board and committee meetings and other responsibilities vary among the membership. Attendance at full Board meetings in the 2008-2009 year increased over previous years to 72% on average. Committee participation is more uneven in attendance. Nevertheless, the Board and its committees have carried out their responsibilities effectively over the past year and assisted the institution with important initiatives.

Opportunities and Challenges

As the institution has grown and changed in positive ways over the last five years, the Board has been especially supportive of the leadership, while at the same time avoiding intrusion into the day-to-day operations of the college. The new president has found this to be the situation as well. The Board clearly appears to understand its role as the policy-making body for the institution.

The Board, including the Commissioners, increased its activities for and commitment to the institution in recent years. The committee structure allows the Board to more effectively carry out its oversight responsibilities through lengthier discussion and analysis than is possible at full Board Meetings. Most committees meet regularly. Board diversity at 21% has also improved.

In the past year, participation by board members has increased. Beginning in 2008-2009, several meetings were scheduled at the end of the workday vs. lunchtime, thus allowing time for a newly added educational component and for board members to socialize. The latter was requested by individual board members in their meetings with the president this past year. In addition the Membership and Operations Committee hosted the Board at a “pre-opening” for a student exhibition, which included a question and answer session with a faculty member and students. It seems that greater participation is strengthening the Board’s engagement with the institution.

In 2009-2010, all five Board meetings will begin late in the day with educational components and Board receptions. Although committee attendance varies, overall the Board has done a remarkably good job in supporting the growth and development of the college into a much stronger and higher quality institution. Recent discussion within several committees has focused upon the nominating process and board terms. These topics indicate an opportunity for board review and development in the next several years.

VII. Institutional Diversity

Watkins is committed to a creative learning community of individuals with racial, ethnic, cultural, age and gender diversity. A significant degree of diversity broadens the educational experience for students and faculty and reflects the rich cultural variety that makes up the mid-state region and beyond. In addition, there is a substantial underserved African-American and Hispanic/Latino minority population in Tennessee. Also, given Watkins' geographical location within an urban area located near a historically rich African-American neighborhood, there is an additional imperative for the institution to seek out and serve this minority community through scholarships and community service.

Racial and ethnic representation at Watkins is always shifting, thus percentages are approximate. All segments of the Watkins population appear to be reasonably diverse in age and gender. Limitations are found in race and ethnicity. Among the Commissioners and Board of Trustees, 21% are minority populations. There are currently no Hispanic members, although there has been in the recent past.

Among current administration and staff, 13% are African American and 3% are Asian American; there is no current Hispanic representation. The full-time faculty has no apparent racial and ethnic diversity. Among the adjunct faculty, 4% are African American. The student body is composed of 79% Caucasian, 6% African American, 2% Hispanic/Latino, 1% Asian, less than 1% Native American, and 10% unspecified. Instructors in Community Education in the Spring 2009 term included one African-American instructor and two Hispanic instructors who regularly teach in the program. Students in the Community Education program over the last several terms had these approximate percentages of race and ethnicity: Caucasian 81%, African American 12%, Hispanic 3%, and Asian American 4%. Scholarships in both the degree program and the Community Education program have been developed recently to attract more minority students.

Opportunities and Challenges

The college does have some degree of diversity, particularly among its Board of Trustees and its student body. However, the level of diversity throughout the institution should be improved to meet institutional goals for a rich reflection of local and regional ethnicity. Greater efforts in every area, particularly among

faculty and students, must be made through recruitment efforts and faculty searches.

VIII. Publications

The college publishes a catalogue, faculty handbook, student handbook, recruitment materials, newsletters and various program brochures. In addition, electronic documents are maintained with a website, a policies and procedures manual, a strategic plan, the by-laws of the Board of Trustees, and other miscellaneous documents. As of this writing, a business manual is under development by the Vice President for Finance and Operations.

These documents and publications are reviewed and updated regularly by the appropriate departmental administrators to insure accuracy, clarity and up-to-date information. In Fall 2008, a new, more user-friendly website was unveiled. Also, since 2008-2009, the institution has been called “Watkins College of Art, Design & Film” or “Watkins” as new marketing materials are produced. Prior to this time, the college has been referenced by various names in letterhead, publications and the like. It’s official name, as chartered, remains Watkins College of Art & Design. All documents are available to students, prospective students, faculty, staff and board members either electronically or in hard copy.

Opportunities and Challenges

The institution benefits from accurate and well prepared publications. Every effort is made to make them available to all who need them. A business affairs manual will be completed in Fall 2009. As new marketing materials are developed, the nomenclature for the institution will continue to evolve with consistency as “Watkins College of Art, Design & Film” or “Watkins”.

IX. Facilities, Technology, Equipment and the Library

Campus and Facilities

Watkins is located in a park-like setting approximately two miles north of Nashville’s central business district. It is conveniently accessible through the city’s substantial interstate system. Ample, free parking is available to students, faculty, staff and visitors. The administrative and instructional facility is a 60,000 square-foot building located beside a lake that is part of an inland water system connected to the Cumberland River. The institution sits on 13.5 acres of land. A campus master plan was created with assistance from a local architectural firm and includes long-range plans for additional academic and residential buildings. A student residence hall was opened in the fall of 2005 and a second hall was opened in the fall of 2008, giving the college the ability to house a total of 96 students. This fall, 94 students live on campus.

In 2007 a major renovation was completed that substantially improved the exterior appearance of the main academic building. The façade was redesigned and major areas were landscaped for more “friendly” student usage and a more

positive “sense of arrival” for both students and visitors. This was accomplished through a private contribution and a grant from the state. Some of the state funds were also used for improvements in classroom instructional equipment and furniture and for improved ventilation in several studio areas. Through careful oversight by two board members and the Facilities Committee of the Board, substantial cost savings were achieved; these monies were then used for additional landscaping around the lake in 2008-2009. Under the leadership of the Facilities Committee and with the support of the entire Board, a major landscaping project was completed in January of 2009.

The academic building and the residence halls meet or exceed all fire and safety codes and are compliant with provisions of the Americans with Disabilities Act. The interior of the academic building was completely renovated in 2002 and substantial improvements have been made annually since that date. Relying on extensive participation by faculty and staff, the initial renovation and subsequent improvements have produced a highly functional and attractive facility.

Dedicated space within the academic building is allocated currently in approximate percentages as follows:

Fine Arts	27%
Film	25%
Administration, Staff, Records, Maintenance	9%
Interior Design	7%
Photography	7%
Graphic Design	6%
General Education Classrooms	5%
Library	5%
Theatre/Lecture Hall	5%
Gallery	2.3%
Community Education & Enrichment	1.5%

In addition, the Fine Arts Department has constructed facilities under open-air shelters in the back of the main building. Mostly through scheduling and some minor changes in how specific spaces are used, efforts are made regularly to make the most efficient use of the facilities. Classes begin at 8:00 am and conclude in the late evening. However, most classes are scheduled Monday through Thursday. Many times the facilities appear to be underutilized on Fridays and weekends. Scheduling, especially on Fridays, must be reviewed, as enrollment grows. In addition, in the next four to six years, assuming enrollment growth, there will be a need for a new academic building.

Watkins maintains extensive and full insurance coverage on its buildings, furnishings, and equipment—including its technical equipment and computer resources. Additional coverage has been added last year for earthquake and flood damage.

Facilities Addition

In the spring of 2008, the institution undertook a study of current space usage with the intention of predicting needs in the immediate and near-term future. A task force representing all academic and non-academic units was appointed and recommendations were made to the president for more efficient use of existing space and for additional space that would meet the institution's needs over the next three to five years. In Summer 2008, many of these recommendations and departmental modifications were executed. In addition the Board of Trustees launched a capital campaign to fund an addition to the current facility.

The president held meetings with the Board, faculty, staff and students to discuss enhancing and expanding the campus based on the recommendations of the task force in the fall of 2008. The discussion focused upon additional square footage that would provide the quantity and quality of academic space critical to attracting art and design students and of common spaces where community would be fostered. To assist in this process, the president engaged the selected architects to interview a broad representation of the faculty, administration, staff and students in order to develop a detailed, user-based Facilities Program for the addition, along with renovations to the exiting facility.

The Facilities Program will add 4,500 square feet, renovate 5,400 square feet of the existing building and provide a usable campus lakeside. The plans are as follows: double the present capacity for individual studios for fine arts students; create an additional wet media studio/classroom; create an additional digital lab; add a multi-use, reconfigurable space for a liberal arts classroom, large group meetings, events, receptions and the like; provide a student/community center with wireless access that incorporates a café, game room and lounge, and add an outdoor seating area and "boardwalk" to take advantage of the college's urban lake campus. The addition will create a more direct and second entry for students living on campus and tie the residence halls more closely to the academic building with better lighting, sidewalks and landscaping.

At this writing, the \$800,000 capital campaign has been achieved, raising \$820,000 for the new facilities. The institution expects to break ground in early fall and is scheduled for completion in spring of 2010.

Technology and Equipment

The institution is committed to providing appropriate instructional and studio equipment and information technology software and hardware for all of its academic and non-academic programs and operations. Funding allocated to this commitment demonstrates this institutional priority:

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
\$178,500	\$188,888	\$180,473	\$228,036	\$189,100

In addition, a major step forward in technology occurred in the 2005-2006 academic year when the institution acquired and implemented a new institution-wide software system for integrating all information functions, an investment of over \$100,000. Under the leadership of the Director of Information Technology and Equipment Services, the *Empower System* went “live” in the summer of 2006. As of 2008, the Empower System was almost entirely operational. Some modules and functionality are still in the process of full implementation, which is expected to continue in 2009-2010.

Also, a major reorganization of information technology and equipment services has provided enhanced support of the academic programs. It appears that conflicts of organization and relationships among equipment services and academic departments that had occurred have mostly been resolved at the conclusion of the fall semester 2008. The number of complaints from faculty, in particular, has declined significantly and assessments by faculty and staff of these services have yielded positive results.

While most academic leaders report that their equipment meets their instructional and studio needs with regular annual purchases, the film department presents significant equipment challenges. Moreover, anticipated substantial growth in several programs will require a proportionate increase in equipment. Equipment and technology needs are assessed, prioritized and purchased annually, based on budget allocations and available funding.

Library

The institution has made substantial progress in recent years in the provision of learning resources. This is particularly true with regard to computer labs, studio and classroom instructional equipment, the slide library and the film library. In addition, the book and periodical holdings have substantially increased over the past five years. In 2000, the library had 5,000 volumes, while today its holdings are at 20,000 volumes with a strong art, design and film focus. This past year the book collection was increased by 1% and increases are scheduled annually for the next five years.

It is important to note that the library's general “hard copy” holdings are modest, despite an outstanding collection in art, design and film. A major step forward for the institution in 2005-2006 was the creation of an agreement with The John Hope and Aurelia E. Franklin Library at nearby Fisk University, which gives Watkins students complete access to their extensive library and allows Fisk students complete access to Watkins' more focused, in-depth collection in art, design and film. This arrangement with Fisk provides faculty and student access to an additional 200,000 books and periodicals. The library is also a member of TENN-SHARE, a network of 400 libraries in the state of Tennessee with free

interlibrary loan privileges. Another major improvement in services to students occurred in 2006-2007 with the addition of a second, full-time certified librarian. The library also converted to the Library of Congress cataloging system to facilitate partnering with other institutions.

Major improvements in library services were also made 2007-2008, resulting in a positive review from the visiting re-accreditation team for the National Association of Schools of Art and Design. A library handbook was updated and included tutorials on finding books, searching the online catalog and using various databases. In addition, a visual resources decision tree was prepared to assist in creating presentations, using images available both on and off campus. An on-campus electronic resources listing was circulated to faculty and students, and Thursday night research sessions were implemented as a service. Finally, a new resource was added, Netlibrary, which makes available digitally to faculty and students thousands of e-books, expanding the institution's holdings.

During the academic year 2008-2009, the library again underwent significant changes, in part due to an onsite consultancy with the library directors at Rhode Island School of Design and Cleveland Institute of Art. The first change was to the library's website with the creation of well-organized pages for instruction and research guides, the writing center, reserve and purchase request forms, announcements and the promotion of new materials. The college implemented a systematic collection development program with the establishment of a Collection Development Committee that has assisted in reorganizing, weeding, and adding of new, appropriate materials. This is an ongoing project that becomes more focused and organized as it continues.

The library put into place new policies regarding circulation and "customer" service and started several marketing initiatives that have made the library a more active member of the Watkins community, such as film series, book sales, and a public relations campaign. In Summer 2009, the library acquired new computers and shelving, and completely overhauled its physical appearance. The "new" library opened at the start of the Fall Semester 2009. Overall, major efforts have been made to see that the library is a dynamic, living student- and faculty-center learning resource.

Opportunities and Challenges

Watkins has made substantial improvements in recent years in its facilities and operations. The college has an attractive campus and facilities with up-to-date studio and classroom instructional equipment. These assets support the students' work and have brought positive attention to the institution, assisting in growth and recruitment. Through outside funding, important technology upgrades, landscaping and façade improvement were completed. A new residence hall opened in the-fall of 2008, and an extensive landscaping project was completed in January 2009. Major internal reconfigurations of academic and administrative space, providing greater efficiencies, were mostly in place by fall

2008. The library has recently undergone major changes in appearance, furnishings, collection development and processes. Facilities plans and a capital campaign for an addition were completed in 2008-2009. Groundbreaking will occur in Fall 2009 and completion is scheduled for Spring 2010.

When the addition is completed, the institution should have adequate academic space to meet its mission over the next three to five years. The institution does continue to have opportunities and challenges. It will need to continue its commitment to instructional equipment and technology. Class scheduling will need to be reviewed for the most effective use of existing space. A third residence hall should be considered in the next year with the possibility of coming on line in Fall 2011, in order to continue attracting and accommodating traditional college-age students. And, if enrollment growth continues, preliminary planning for a new academic building will need to begin within the next three years.

X. Budget, Finance and Institutional Advancement

The goals of the office of finance and operations are to insure and enhance its ability to meet its educational mission; to make the most efficient use of its available resources through a process of appropriate short- and long-range planning, careful management and proper oversight, and to safeguard, preserve and grow the institution's assets.

Budget

The Board of Trustees has fiduciary responsibility for the institution and its assets. Oversight of financial operations (expenditures, investments and the like) on a bimonthly basis is provided by the Board Finance Committee, which is chaired by a trustee with significant financial management experience. A well-respected accounting firm audits the institution annually. The results of the audit are provided to all members of the Board of Trustees, the office of the Governor of Tennessee, office of the Secretary of State of Tennessee and to the appropriate governmental oversight committees of the state's Senate and House of Representatives. All recommendations from each year's audit are implemented. All audits have provided unqualified reports.

The office of the vice president for finance and operations manages the day-to-day financial and business operations of the college. All business and personnel operations go through this department. The vice president gives reports regularly throughout the year to the Finance Committee that show the status of income and expenditures for the current year, provide comparisons with the itemized budget for the current year and previous years, along with reports that give an up-to-date summary of the institution's overall financial position.

The vice president for finance and operations also directs the financial planning process each year. In conjunction with the president and administrative leaders, she holds budget meetings with all academic and non-academic departments.

Based on projections of earned and raised revenues for the forthcoming year, together with departmental and institutional priorities associated with the institution's mission, strategic plan and planning process, the vice president develops a specific budget proposal in the late spring for the forthcoming year. With the review and approval of the president, this budget is then presented to the Board Finance Committee. With its approval and any recommended changes, the budget then is presented in June to the full Board of Trustees for its approval. Once approved, the budget becomes the financial operating standard for the next fiscal year. The following chart shows financial overviews for fiscal years 2004 through 2008:

	6/30/04	6/30/05	6/30/06	6/30/07	6/30/08
Annual Income					
Tuition & Fees	\$2,890,413	\$3,380,637	\$3,693,163	\$3,983,092	\$4,296,662
Other	\$940,870	\$976,526	\$1,093,560	\$1,515,691	1,739,994
Annual Operating Costs					
Personnel	\$2,353,144	\$2,563,106	\$2,682,992	\$2,743,814	\$3,092,311
Operating	1,288,755	1,380,225	\$1,594,315	\$1,739,761	\$2,003,187
Total Net Assets	\$5,005,020	\$5,418,852	\$5,928,268	\$6,943,476	\$7,884,634
Investments—Fair Value	\$1,264,680	\$1,276,853	\$1,329,299	\$1,530,948	\$1,460,443
Notes Payable	\$1,643,333	\$2,879,353	\$2,444,026	\$2,142,183	\$3,913,555

A five-year budget plan is also presented in conjunction with the five-year strategic plan. The projected budgets are based on reasonable but general assumptions about growth in enrollment and revenues and corresponding requirements for increases in personnel, equipment, maintenance, classrooms and studios. The five-year budget plan follows:

Five-Year Budget Plan 2009-2014

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
REVENUES					
Tuition & Fees	4,656,000	4,951,800	5,162,400	5,538,500	5,926,500
Other Income	60,000	60,000	60,000	60,000	60,000
Fundraising - Annual Fund	320,000	336,000	352,800	370,440	388,962
Endowment Income	25,000	28,000	29,000	30,000	31,000
Interest	20,000	20,000	21,000	21,000	24,000
<hr/>					
Oper. Revenue	5,081,000	5,395,800	5,625,200	6,019,940	6,430,462
 EXPENSES					
Personnel	3,399,600	3,651,588	3,947,652	4,176,081	4,411,363
Operating	1,681,400	1,744,212	1,677,548	1,843,859	2,019,099
<hr/>					
Expenses	5,081,000	5,395,800	5,625,200	6,019,940	6,430,462

*2009-10 337 FTES (24 hrs/yr) X \$13,800 with adjustments for attrition Spring, Summer

*2010-11 345 FTES(24 hrs/yr) X \$14,400 with adjustments for attrition Spring, Summer

*2011-12 350 FTES(24hrs/yr) X \$15,000 with adjustments for attrition Spring, Summer

*2012-13 360 FTES(24 hrs/yr) X \$15,600 with adjustments for attrition Spring, Summer

*2013-14 370 FTES(24 hrs/yr) X \$16,200 with adjustments for attrition Spring, Summer

Very few Raises, 1 Re-instated Faculty position, 1 staff increased from PT to FT

3% Raises, 2 new F-T Faculty, 1 new staff

4% Raises, 1 new staff

3% Raises, 1 new F-T Faculty, 1 new staff

3% Raises, 1 new F-T Faculty, 1 new staff

The projections above are based on those in the Strategic Plan, Strategic Objectives & Benchmarks,
Goal 2, Evaluation and Improvement of Financial Health and Stability

Tuition, Institutional Aid and Student Numbers

As the figures above indicate, the institution is heavily reliant on tuition and fees for approximately 82% of revenues, based on audited financials in 2007-2008. A portion of the institution's recent improvements in facilities, salary, benefits, supplies and equipment has been possible through tuition increases and to a lesser extent through proceeds from the sale of property in downtown Nashville. It is important to note that in 2009-2010, the institution has planned conservatively with a greater reliance on tuition, based upon an expected downturn in fundraising and endowment performance, given current economic indicators. The institution will increase to \$575 per credit hour in 2009-2010.

The following figures show the tuition increases over the past five years:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Tuition Per Hour	\$420	\$480	\$500	\$500	\$550
Tuition Annually*					\$16,500*

*Beginning in 2008-2009, the institution stated tuition annually based on 15 credit hours per semester, along with tuition per credit hour, in admissions marketing materials.

Despite the increases, a recent survey of tuition charged by NASAD-accredited colleges of art and design shows that Watkins' tuition per semester for full-time students is the lowest in the nation, as compared to these institutions. On the other hand, institutional aid or tuition discounting—as widely practiced across the country—makes these figures unreliable for accurate comparisons. Watkins' leadership believes that to remain affordable in comparison to other similar and peer institutions, the college needs to increase merit- and need-based institutional aid/discounting to attract students, as it increases tuition. Although the discount rate and the tuition will remain low compared to other institutions, Watkins substantially increased its discount rates in 2007-2008 with a new system of merit and need-based grants and scholarships and further increased those rates in 2008-2009 and 2009-2010.

With a small student body/FTE, the institution achieves limited economies of scale for providing the full range of necessary and desirable programs, equipment and services for its students. To achieve greater economies of scale without substantial annual increases in tuition, the institution must increase enrollment, albeit gradually to insure that systems are in place for a larger student body. The institution believes that its programs, faculty, facilities and instructional and studio equipment offer an attractive opportunity to students interested in the professions of art, design and film in an institution whose mission is specifically the visual arts. Institutional leadership believes that enrollment will grow proportionately with the college's ability to market its offerings effectively, combined with reasonable tuition increases and thoughtful increases in institutional aid.

With other priorities for faculty, equipment and facilities, the institution has not made a strong commitment to strategic admissions marketing until 2007-2008 and 2008-2009. In the past eighteen months, significant progress has been

made with improved marketing materials and a totally revamped website. In 2008-2009, the office became a fully operational department through the appointment of a full-time admissions director, along with additional admissions personnel. Inquiries have increased significantly. While enrollment increases are more gradual, there is a notable boost in the number of full-time attending students.

Institutional Advancement

As a young college, Watkins has a very small endowment and a small alumni base. The endowment, with successful investment strategies in recent years, has usually produced a modest annual income. And while alumni giving is a program that is under development, it does not offer immediate potential. It is important to note that the college has more systematically engaged its alumni in the last several years through events, professional workshops, e-newsletters and the college's website.

For fundraising, the institution primarily relies on granting agencies (city and state), area foundations and private citizens. By and large, fundraising has shown substantial success with excellent state and city support, which recognizes Watkins role in the community and generous giving by a number of individuals.

All unrestricted and restricted fundraising including annual, capital, endowment, gifts in-kind and federal college work-study follows:

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
\$802,486	\$839,884	\$700,801	\$955,523	\$1,450,417*

*Includes a \$500,000 endowment gift

Unrestricted annual fundraising only during the same time period follows:

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
\$366,461	\$387,618	\$370,880	\$379,388	\$398,597

Historically, the Annual Fund has met or achieved its goal. Given the recent economic climate and resulting downturn in fundraising for all nonprofits, the college did very well in 2008-2009, having achieved \$348,219 on a goal of \$344,000 (unaudited figures). It is important to note that the college is heavily dependent upon state and city funding at \$151,322 or 43% of the total annual fund. In 2009-2010, government funding will be significantly increased to \$198,600, affirming the college's importance to the community. However, at this writing the college is aware that for 2010-2011, its state funding will be reduced from \$85,000 in 2010 to a maximum of 10% of its budget or \$60,000 in 2011, due to new policies put in place. Thus, the college must consider how it can improve its results at the individual, foundation and corporate level.

The Founder's Day event is noteworthy in the annual fund mix, as 41% (\$80,955) of the 2009 individual, foundation and corporate giving came through this

fundraiser. In the future, the college should capitalize further upon this event or consider the possibility of another major fundraising event. In addition, systematic cultivation and engagement with corporations should occur in the next several years, even though the college should not expect strong results due to the economic downturn. Also, the college understands that once it achieves regional accreditation, it will be eligible for grants through certain national foundations.

Capital fundraising has achieved particular success in the last several years, most notably for the two residence halls in fiscal years 2005 and 2008. In 2008-2009, the capital campaign for the building addition was successfully completed raising \$822,520, with a goal of \$800,000, for both academic and student life space. Groundbreaking will occur in Fall 2009.

Overall, in its relatively brief history as a baccalaureate college, fundraising to date has been clearly successful under the leadership of the vice president for institutional advancement. To move forward, it will need to expand its base of support with individuals, corporations and visual arts industries, and have greater Board involvement in fundraising efforts. The president was involved in fundraising as one of her priorities in her first year and looks forward to continued strong involvement in this area of the college.

Finally and importantly, the college recognizes that to continue to build a strong fundraising effort, it must focus upon increased recognition—as a baccalaureate college in the local community and broader recognition as a rising star nationally. Within the office of institutional advancement, external relations has been very successful in the production of regular campus newsletters and news and feature story placements locally and sometimes nationally, given limited staffing and financial resources. This office also serves to maintain the brand identity of the institution.

Within the next several years the “marketing of the institution” efforts must increase to position the college for both stronger fundraising and increased admissions regionally and nationally. The 125th anniversary of Watkins College of Art, Design & Film in 2010 will provide a great launching point and opportunity to honor Watkins’ history and present its mission today—beginning in the spring of 2010 with Founder’s Day and continuing with major events in Fall 2010. All marketing materials from all departments of the college should consistently recognize this event.

Opportunities and Challenges

Watkins has managed its financial resources remarkably well. With steadily expanding revenues—through enrollment and tuition increases and raised monies, and with careful expense and budget planning and practices throughout the institution—maximum use has been made of available funding resources. This stewardship has given the opportunity for the college to improve its

educational programs substantially and wisely. These practices will need to continue as the institution confronts significant and expensive priorities in the near future. Continued careful management of resources together with increases in tuition and fundraising, complemented with successful marketing and recruitment, will be required to fund the institution's priorities as they are determined among needs for additional full-time faculty and staff, additional instructional and studio space, additional student housing, expansion of equipment and learning resources, and a continuing commitment to state-of-the-art technology.

XI. Accreditation

Watkins College of Art, Design & Film is a private, independent, not-for-profit institution dedicated to providing education in the visual arts. Founded in 1885, Watkins has strived to meet the educational goals set forth in the last will and testament of its founder and the subsequent quality and operational provisions mandated by the state of Tennessee. In the 20th century, as requirements for educational institutions have become more formalized, Watkins has met and exceeded the operational and financial standards and requirements set forth by the Tennessee Higher Education Commission. The institution began its transition toward an institution of higher education in the late 1970s when it was first authorized by the state to offer associate degree programs. By the early 1990s, the institution had begun to focus exclusively on education in the visual arts.

In the fall of 1992, Watkins' interior design program received accreditation for its associate degree and certificate programs by the Council for Interior Design Accreditation (CIDA), formerly known as the Foundation for Interior Design Education Research (FIDER). When the bachelor of fine arts degree in interior design was added, that program also received CIDA accreditation. In 1996, Watkins became an accredited institutional member of the National Association of Schools of Art and Design. NASAD is the national accrediting agency for art and design and art and design-related disciplines recognized by the Council for Higher Education Accreditation and the United States Department of Education. Re-affirmation of accreditation has been accomplished several times with NASAD, most recently in 2008 for a ten-year period. The institution will again have a visiting team on campus from CIDA in Spring 2010.

Following action taken at the December 2008 Annual Meeting of the Commission on Colleges of the Southern Association of Colleges and Schools, Watkins College of Art, Design & Film is a candidate for accreditation with the Commission to award the Bachelor of Fine Arts (BFA) degree, the Bachelor of Arts (BA) degree, the Associate of Fine Arts (AFA) degree, and the Certificate in Film.

Opportunities and Challenges

Watkins has made appropriate commitments to discipline-specific accreditation. This has served the institution well with programs that demonstrate high standards in art, design and filmmaking. The institution has also committed itself to the achievement of regional accreditation and specifically to the principles of the Commission on Colleges of the Southern Association of Colleges and Schools. Having achieved candidacy status, the institution is in the final stages of preparing itself for full membership. A visiting team of nine individuals will be on campus in November 2009 to evaluate the college accordingly. The faculty and staff are confident that they have developed a quality undergraduate college of art, design and film that is student- and learning-centered and committed to ongoing assessment and improvement.

XII. Planning and Accountability

Watkins has a long history of short- and long-range planning and concerns for accountability. With regard to budgetary operations and financial resources, the Board of Trustees has always fulfilled its fiduciary responsibilities by carefully monitoring the financial health of the institution. Through direct interactions with the administrative leadership and with regular outside audits of its resources and financial operations, the Board has shepherded the institution through difficult times in its long history, has safe-guarded its often limited resources, and has grown its assets substantially in recent years. The processes for financial planning and accountability have been discussed in more detail under the "Budget, Finance and Institutional Advancement" section of this document.

Over the years, the institution has always complemented its financial stewardship with a substantial commitment to institutional planning for its academic programs and support services. Institutional planning has been organized by the executive leadership of the institution, usually with Board, staff, and faculty participation. Board and faculty retreats have been used from time to time to facilitate planning. Outside planning assistance has also been used, and has included consultants from the Owen School of Business at Vanderbilt University, Nashville Center for Non-Profit Management, DH&Q (a marketing and advertising agency), Panas and Lindsey (a national fundraising firm) and others.

Planning for new degree programs or program changes has typically involved participation by faculty, staff, and administrative leadership, along with Board members who serve on the Educational Affairs Committee. As academic programs grew from associate degree programs to bachelor degree programs, leadership at the departmental level worked with the chief academic officer and selected Board members to map out learning objectives, curricula, equipment needs, faculty, learning resource requirements and program growth plans.

By 2001, the institution was firmly committed to using a five-year institutional plan that has been updated annually. This institutional plan has been also coordinated with a separate, complementing multi-year budget plan that has

been revised annually. The Board of Trustees approves these plans each September.

Also by 2001, the institution had fully implemented annual written evaluations for all faculty and staff. In addition, there was an existing program that predated 2001, which provided for annual student evaluations for all full- and part-time instructors. Moreover, the institution had also begun using an outside, nationally normed testing instrument for measuring student satisfaction with most student-related aspects of the academic and non-academic operations of the institution. Finally, as a result of the institution's commitment to excellence in instruction and to meet NASAD and CIDA expectations, Watkins was formally testing learning outcomes in its academic major programs, although not in its general education program.

By 2004, Watkins had established an academic culture committed to planning, evaluation and improvement. However, as staff and faculty became more aware of the concepts, principles and practices for institutional effectiveness as these ideas have developed in higher education over the past decade and as they are supported by member institutions of the Southern Association of Colleges and Schools, they began to note weaknesses in the institution's effectiveness operations and procedures. These shortcomings were significant and apparent. While a great deal of evaluative activity was taking place, there was no integrated planning and assessment process that would guarantee ongoing institution-wide improvement—the cornerstone of institutional effectiveness, as it has come to be understood by Watkins faculty and staff.

To address these problems, Watkins appointed a director of assessment and adopted a new, integrated program for institutional effectiveness. This program includes all aspects of the institution in a single plan and timetable. Using a fiscal year calendar, the program specifies that particular assessments must be concluded by certain dates, that specific personnel have responsibilities for the assessments, that specific data are to be used, and that follow-up decisions and actions must be made.

The assessment calendar begins in the early fall with all academic and non-academic units making necessary updates in their unit plans and objectives based on any changes the Board of Trustees has made in the institutional mission, strategic plan and budget plan. As information is assessed during the planning cycle, a wide variety of data is used. For example, in the academic area, there is special emphasis on learning outcomes data, retention data, graduation rates and other specified data. In non-academic unit assessment, there is special emphasis on student survey data, alumni survey data and data from instruments created uniquely for each unit. By August 15, administrative and faculty leadership use all available data, program and unit plans to assess the institutional mission, the five-year strategic plan, and the multi-year budget plan. Based on the data, decisions are made to improve the institution by

recommending any change to the mission statement, and by revising and updating the five-year strategic plan and five-year budget plan. The Board of Trustees completes the annual planning cycle through review and final approval of all plans and documents during the month of September. The planning cycle/ institutional effectiveness calendar follows:

Institutional Effectiveness Calendar		
Complete between September 1 and September 30		
<i>Assessors</i>	<i>Available Data</i>	<i>Data-Based Decisions</i>
All Units Adjust Annual Plans to Board Changes		
All Academic Departments and Administrative (Non-Academic) Units	Board revisions (if any) to the Mission Statement, Strategic Plan, and/or Budget Plan	Update all unit goals, objectives, and plans to reflect any changes by the Board of Trustees to the Mission Statement, Strategic Plan, and/or Budget Plan
Begin February 1 and Complete by May 15		
<i>Assessors</i>	<i>Available Data</i>	<i>Data-Based Decisions</i>
Budget Planning for All Units		
Academic Department Chairs, VPAA, VPFA, President	Budget Reports to date Staffing Assessments, Enrollment Data Retention Data Projections	Budget planning, staff planning, and scheduling for the next academic year
All Administrative (Non-Academic) Unit Heads and VPFA	Budget Reports to date Staffing Assessments	Budget planning and staff planning for the next academic year
Begin March 15 and Complete by May 15		
<i>Assessors</i>	<i>Available Data</i>	<i>Data-Based Decisions</i>
Individual Evaluations of Non-Academic Staff		
All Supervisors of Non-Academic Personnel	Self-evaluations Student Survey Data Alumni Survey Data Data from other instruments, surveys, etc created by individual units	Evaluate individual job performance

Individual Evaluations of All Full- and Part-Time Faculty		
VPAA and Department Chairs	Faculty Portfolios and Self-Evaluations Course Evaluations Learning Outcomes Data Student Survey Data Alumni Survey Data Data from other instruments, surveys, etc created by individual departments	Evaluate teaching and performance of individual instructors Contract renewal or non-renewal
Begin on January 15 and Complete by May 30		
<i>Assessors</i>	<i>Available Data</i>	<i>Data-Based Decisions</i>
Academic Program Evaluation, Decision-Making, and Planning		
Academic Department Chairs, VPAA, VPFA, President	Learning Outcomes Data Retention Data Graduation Rates Student Survey Data Data from other instruments, surveys, etc created by individual departments	Admission Requirements Curriculum Graduation Requirements Instructional Methods and Equipment Assess unit goals and objectives for the current year Set unit goals and objectives for the next year Changes in assessment instruments
Administrative (Non-Academic) Unit Evaluation, Decision-Making, and Planning		
Administrative (Non-Academic) Units Staff	Student Survey Data Alumni Surveys Data from other instruments, surveys, etc created by individual departments	Assess unit goals and objectives the current year Review all practices and procedures Set unit goals and objectives for the next year

Begin on June 1 and Complete by August 15		
<i>Assessors</i>	<i>Available Data</i>	<i>Data-Based Decisions</i>
Evaluation of the Strategic Plan, Decision-Making, and Planning		
President, VPAA, VPFA, VPIA, Director of Admissions, Faculty and Staff Representatives	Budgetary Information Current Strategic Plan Current 3-Year Budget Plan All Units' Goals and Objectives Assessments for the Current Year All Units' Budget and Staffing Plans for the Next Year All Units' Goals and Objectives for the Next Year Student Survey Data Alumni Survey Data Individual Evaluations Enrollment Data and Projections Retention and Graduation Rates Any Relevant Research Data	Assess 5-Year Strategic Plan Goals and Objectives Assess 3-Year Budget Plan Revise 5-Year Strategic Plan Revise 3-Year Budget Plan
Begin on August 15 and Complete by September 30		
<i>Assessors</i>	<i>Available Data</i>	<i>Data-Based Decisions</i>
Annual Evaluation of the Mission Statement, Strategic Plan and Budget Plan by the Board of Trustees		
Board of Trustees	Mission Statement 5-Year Strategic Plan (for the next five years) 3-Year Budget Plan (for the next three years)	Approve or Revise Mission Statement, Strategic Plan, and Budget Plan

Throughout this process, the director of assessment, with the supervision of the vice president for academic affairs, has provided consultation for faculty and staff and has assisted them in preparing reports and in using outcome data to improve programs. In 2009, the vice president for academic affairs assumed the duties of the director of assessment. In turn, an assistant dean has been appointed to assist in the day-to-day management of academic affairs.

The institutional effectiveness program, employing quantitative and qualitative measures, has now been in effect in some form for five years. Every academic and non-academic unit has improved not only its operations, but also the process it uses for evaluation and improvement. Meeting deadlines on the assessment calendar is a problem, although they were minimized in 2008-2009. Adjusted timelines/modifications to the calendar have been made for 2009-2010. It is expected that they will work better for both the academic and non-academic units. The process is working and represents a critical institution-wide effort to see that constant improvement is made in providing a student- and learning-centered quality education.

Opportunities and Challenges

Positive growth and change at Watkins College of Art, Design & Film over the last decade have resulted largely from a commitment to planning and assessment. Nevertheless, the level and content of the planning and assessment programs were inadequate—or, at least, they were no longer judged adequate for the institution with its commitment to maintain high quality programs and to see that those programs are carefully and regularly assessed and improved. Going to an integrated program of ongoing planning and assessment, complemented by ongoing data-based decision making for improvement, is giving the institution a roadmap for critical self-analysis and positive improvement. The challenges all center on maintaining a constant, positive commitment to the processes, in making certain that evaluation efforts are completed in a timely fashion, and in seeing that real, data-based improvements are produced from the process.

XIII. Summary

Watkins College of Art, Design & Film is an undergraduate college committed to excellence in visual arts education. The institution provides outstanding programs in art, design and film—and faces some important challenges. With a small enrollment of highly motivated students, the institution offers small classes, excellent and expanding student life opportunities, modest tuition rates with growing financial aid opportunities, growing student housing opportunities in a safe and secure learning environment, a diverse and interesting general education program focusing on important academic and life skills, six well-structured academic majors with fully developed and appropriate curricula, experiential learning opportunities, and an excellent instructional program delivered by outstanding full-time and adjunct faculty who have distinguished themselves with appropriate degrees and professional activities.

The college in general operates effectively. Though modest, salaries are competitive for faculty and staff. Benefits are above average. Faculty workloads meet acceptable standards. Faculty and staff have ample opportunities to participate in institutional governance. The institution complements its college credit program with an historic community education program. Though small in numbers, administrative staff is fully committed to the institution, is student-

friendly, and provides important support for the academic programs, including an expanded program of technological and equipment support.

Watkins operates on an attractively landscaped, well-located campus with a well-designed and highly functional academic building and attractive student housing units. Learning resources are excellent with a library that is focused primarily on a collection in art, design and film. Efforts have been made to expand the collection within the last year, and students have access to a much larger general collection at nearby Fisk University and to a growing and significant digital collection.

The institution has a long history of careful planning and responsible stewardship of its financial resources and other assets. The Board of Trustees understands its role, has been supportive of the campus leadership in developing the institution, avoids interference in day-to-day operations and has been instrumental in the institution's financial stability reflected by no operating deficits, successful fundraising, steady growth in net assets, favorable annual outside audits and other favorable financial trends.

The institution is also strongly committed to careful short-term and long-term planning in its academic programming and in its budgetary practices. More importantly, the institution maintains an historic commitment to excellence in providing quality educational experiences for its students. It has always met state educational standards and more recently has demonstrated its quality commitments to the National Association of Schools of Art and Design and the Council for Interior Design Accreditation. It is now committed to demonstrating that it meets the standards of excellence established by the Commission on Colleges of the Southern Association of Colleges and Schools. Through an integrated system of assessment for all of its academic and non-academic units, Watkins regularly measures its effectiveness and uses data from those measurements in an ongoing commitment to improvement.

Along with all of its opportunities for excellence, Watkins has its share of challenges. It should grow its enrollment to have economies of scale that will allow it to more easily provide faculty, equipment, and classroom and studio facilities. Retention is an important challenge for the institution. The rate of persistence to graduation must be improved; with more students attending the college full-time, retention should improve somewhat. Increasing financial aid opportunities is an important challenge for growing enrollment and addressing retention. Other important challenges for growing enrollment and improving the overall institution include providing additional student housing, improving marketing of the college and its programs to local, regional and national audiences, finding ways to attract a more diverse Board, student body, faculty and staff in terms of race, ethnicity and gender, expanding student life programs, and broadening career services and counseling.

Other important challenges that address the institution's commitment to quality include adding additional faculty in general education and other full-time faculty members as needed, insuring that students continue to have access to adequate library and learning resources, continuing planning for additional academic space, expanding the pool of donors to the institution, refining the assessment program, and achieving full membership in the Southern Association of Colleges and Schools.

Strategic Goals, Objectives and Benchmarks 2009-2010 to 2013-2014

Institutional goals, objectives and benchmarks represent the college's commitment to provide the highest quality, student- and learning-centered visual arts education. This commitment is manifested through continuous efforts to improve the institution's: 1) planning and evaluation processes, 2) financial resources, 3) curricula and complementary studio and classroom resources, student services and community outreach, and 4) operational, organizational and physical resources.

Goals

1. Watkins College of Art, Design & Film provides an educational environment committed to maintaining and cultivating a culture centered upon institution-wide quality and improvement, which includes: a) a regularly updated strategic plan designed to meet the institution's mission, b) short-term and long-term planning geared toward quality and improvement and based on a decision-making process linked directly to assessment data, and c) all administrative and academic units regularly pursuing goals and objectives with appropriate assessment measures and ongoing improvement as their focus.
2. Watkins College of Art, Design & Film provides an educational environment with ongoing evaluation and improvement of its financial health and stability.
3. Watkins College of Art, Design & Film provides an educational environment with ongoing evaluation and improvement of its academic programs, student support services and community outreach efforts.
4. Watkins College of Art, Design & Film provides an educational environment with ongoing evaluation and improvement of its operational, organizational and physical resources.

Strategic Goals, Objectives and Benchmarks 2009-2010 to 2013-2014

Objectives & Benchmarks

Goal 1 A Culture Centered Upon Institution-Wide Quality and Improvement

Objectives

- All units in the institution are committed to the mission, as prepared and evaluated annually by the Board.
- A five-year strategic plan is updated and revised annually as a blueprint for guiding the institution in all of its efforts to meet its mission. The college's annual institutional effectiveness plan and report serves as its yearly operational plan.
- All academic and non-academic units in the college demonstrate positive commitment to the assessment process and to the regular use of assessment data for ongoing planning and improvement and provide annual reports as per the target dates in the assessment calendar. Assessment data-based decisions for improvement in all units are reviewed as part of the annual process for updating the strategic plan.
- Annual institutional effectiveness summaries, reports, supporting data and related documents are filed in a central location and are available to all campus personnel, Board members and representatives of accrediting associations.
- The institutional advancement office maintains contact with alumni, tracks their employment in or out of fields related to their major program and assesses periodically their ongoing satisfaction with their undergraduate or certificate education.

Benchmarks

2009-2010	In consultation with the vice president for academic affairs, the president will further refine the assessment calendar so that the dates for all assessment measures for the forthcoming year are specified.
2009-2014	The institutional effectiveness files are updated annually with complete yearly reports from all units. Reports show quantitative and qualitative assessment data, data-based decisions for improvement and new or continuing goals and objectives as they relate to unit and institutional missions.

2009-2014	With the assistance of the president's council, the vice president of academic affairs in carrying out his assessment responsibilities holds meetings each fall to discuss the importance of assessment and improvement and to work with faculty and staff for the improvement of quantitative and qualitative assessment.
2009-2014	The institutional advancement office continues to improve its system for tracking alumni and for assessing their ongoing professional and career success and their overall satisfaction with their undergraduate education. The office reports its findings each fall to each academic department chair and to the vice president for academic affairs.
2009-2014	The president presents to the Board of Trustees each August a draft of the updated five-year strategic plan. The plan is then finalized in September based upon any suggestions or additions from the Board or other members of the campus community.

Goal 2 Evaluation and Improvement of Financial Health and Stability

Objectives

- The institution follows the assessment calendar for the preparation of the annual budget and the subsequent, four-year budget projection.
- The institution makes budget decisions that reflect the strategic plan as it is updated annually.
- The institution makes moderate increases in tuition and fees while maintaining its competitiveness among regional colleges of art and design with increased scholarships, institutional aid and financial aid.
- The institution regularly evaluates and improves its marketing and recruiting strategies using appropriate assessment measures.
- The institution maximizes its creative efforts to increase its enrollment in its undergraduate and community education and enrichment programs.
- The institution maximizes its strategic efforts to increase the annual and capital fundraising programs and to grow the endowment.
- The institution continues to manage effectively its financial resources.

Benchmarks

Projected Tuition

Fall 2009	Tuition	\$575 per credit hour
	Fees	\$45 per credit hour
Fall 2010	Tuition	\$600 per credit hour
	Fees	\$50 per credit hour
Fall 2011	Tuition	\$650 per credit hour
	Fees	\$50 per credit hour
Fall 2012	Tuition	\$700 per credit hour
	Fees	\$55 per credit hour
Fall 2013	Tuition	\$750 per credit hour
	Fees	\$55 per credit hour

Scholarships and Financial Aid

2009-2014	Continue expanding the system of financial aid based on institutional aid (tuition discounting). Specifically target financial need, merit and underserved segments of the population. Create and name additional new scholarship programs as needed.
2009-2010	10%+ growth total in all forms of financial aid
2010-2011	5%+ growth total in all forms of financial aid
2011-2012	5%+ growth total in all forms of financial aid
2012-2013	5%+ growth total in all forms of financial aid
2013-2014	5%+ growth total in all forms of financial aid

Marketing

2009-2010	New initiatives will be developed for programming and marketing to high school students and teachers in community education.
2009-2014	In the degree program, the marketing strategy will focus upon: the dominant focus on visual arts, the excellent quality of programs, faculty and facilities, a highly personalized, small college atmosphere and Watkins' historical legacy.
2009-2014	The website and other online technologies will be used as major recruiting instruments reflecting positively on the institution's commitment to cutting edge technology and quality instruction in the visual arts. At the same time, regional recruiters will increase in number to increase Watkins reach nationally with the "high touch" approach.

Enrollment Growth in the Degree Programs

Fall 2009	337 FTE (reflecting the economic downturn)
Fall 2010	345 FTE
Fall 2011	350 FTE
Fall 2012	360 FTE
Fall 2013	370 FTE

Class Size

2009-2014	The department chairs in consultation with the faculty will regularly review the curriculum, advising records and course scheduling to insure that the great majority of classes offered during any particular term are fully subscribed.
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Persistence to Graduation Rate (retention)

2009-2010	44%
2010-2011	46%
2011-2012	48%
2012-2013	55%
2013-2014	60%

Enrollment Growth in Community Education and Enrichment

2009-2014	Total Participants	+15%
2009-2014	Total Revenue	+20%

Fundraising

Annual Fundraising (excluding large special gifts)

2009-2010	+ 5%
2010-2011	+ 5%
2011-2012	+10%
2012-2013	+10%
2013-2014	+10%

Capital Fundraising

2009-2010	Assess the need to initiate a capital campaign for a 3 rd residence hall.
2011-2014	Raise monies for a 3 rd residence hall. Assess the need to initiate a capital campaign for a new academic building.

Other Fundraising Goals

2009-2014	Continue to develop an alumni giving program.
2009-2014	100% of the Board of Trustees contributes to the Annual Fund; 25% increase in Board of Trustees participation in contacting potential donors.

2009-2014	Continue to cultivate local foundations and major local donors.
2009-2014	Begin cultivation of new corporate donors.
2009-2014	Seek annual state appropriations and secure funding from the state to replace the roof on the academic building.
2009-2014	75% of faculty and staff contribute to the Annual Fund.
2009-2014	80% of the Board of Trustees holds memberships in the Samuel Watkins Society.
2009-2014	Determine one new major grant source and submit proposal each year.

Manage Resources

2009-2014	Continue record of unqualified outside audit report; implement any recommendations.
2009-2014	Continue record of no deficit in annual operating budgets.
2009-2014	Continue annually to reduce debt.
2009-2014	Maintain or exceed the debt ratio established by banks holding the institution's notes.
2009-2014	Keep student loan default rate below 10%.
2009-2014	Increase institutional net asset value by 5% per year.
2009-2014	Monitor and adjust as appropriate the investment strategy as approved by the Board of Trustees.

Goal 3 Evaluation and Improvement of Academic Programs, Student Support Services, Community Outreach and Public Service

Objectives

- The institution continues its commitment to the assessment calendar, assesses learning outcomes and other important aspects of each academic program and uses quantitative and qualitative assessment data for regular program improvements.
- The institution places appropriate emphasis on maintaining a high quality general education program, under which students master a core of competencies.
- The institution has a sufficient number of students majoring in each of its academic programs to support a comprehensive curriculum and sufficient full-time faculty.
- The institution adds highly qualified and experienced full-time faculty as needed.
- The institution employs part-time faculty with appropriate graduate and professional credentials.

- The institution staffs the majority of its classes with full-time faculty.
- Each academic department strives to improve its curriculum in ways that enhance the program's uniqueness and increase its ability to compete for quality students, including the continuation of outstanding experiential learning opportunities.
- The institution regularly evaluates the viability of its major programs and determines if new programs should be added or if current programs should be modified, combined or eliminated.
- The institution increases student services programs as funding permits.
- The institution makes appropriate additions in studio and instructional equipment as needed.
- The institution continues to make appropriate commitments to the use of technology in its instructional and studio programs.
- The institution makes regular additions to its library holdings, maximizes student access to library resources, and continues to partner with other higher education institutions to share learning resource materials.
- The institution continues its efforts to maintain and achieve greater diversity among its Board, staff, faculty and students and in its outreach programs.
- The institution continues its efforts to form partnerships with other arts organizations and educational institutions.
- The institution continues its efforts with community outreach and public service, with a special emphasis on the northern sector of the city of Nashville.
- The institution continues its institutional membership in the National Association of Colleges of Art and Design.
- The institution continues to reaffirm its accreditation through the Council for Interior Design Accreditation.
- The institution aggressively pursues full institutional membership in the Southern Association of Colleges and Schools.

Benchmarks

Institutional Effectiveness

2009-2014	The six programs offering academic majors maintain years of learning outcomes data and use the data each year for improving their programs.
2009-2014	The general education program expands as needed using appropriate assessment procedures with nationally normed instruments, and uses the assessment data annually to improve the program.

2009-2014	The registrar's office tracks students and maintains complete records on retention and persistence to graduation. Reports at the end of each term are provided to all faculty and staff.
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Sufficient Number of Majors in Each Program

2009-2014	The Film School maintains a headcount of at least 100 students majoring in the program as determined each Fall Semester and grows that number to 125 by 2014.
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2009-2014	The BA in Art will maintain a headcount of 15 students pursuing the degree in 2009 and will expand to 50 students by 2014.
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2009-2014	The Fine Arts Department maintains a headcount of at least 75 students majoring in the program or an SCH count of at least 1200 in Fine Arts courses as determined each Fall Semester and grows the majors headcount to 100 students by 2014.
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2009-2014	The Graphic Design Department maintains a headcount of at least 80 students majoring in the program as determined each Fall Semester and grows the headcount to 125 students by 2014.
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2009-2014	The Interior Design Department maintains a headcount of at least 75 students majoring in the program as determined each Fall Semester and grows the headcount to 100 students by 2014.
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2009-2014	The Photography Department maintains a headcount of at least 70 students majoring in the program or an SCH count in Photography courses of at least 500 as determined each Fall Semester and grows the majors headcount to 100 students by 2014.
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Full-Time Faculty

2009-2010	The institution adds one highly qualified full-time faculty member in general education and one in film.
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2009-2014	Additional full-time faculty are added based on program need and enrollment growth.
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Percentage of Classes Taught by Full-Time Faculty

2009-2014 Full-time faculty teach two-thirds or more of all classes.

Improved Curriculum

2009-2014 Through the annual student learning outcomes assessment process—in consultation with colleagues at other art and design institutions and with the use of alumni satisfaction data and marketing surveys—the faculty in each department annually examines the curriculum to look for ways to enhance its uniqueness and quality. In the general education program, communication and critical thinking skills will be stressed in all courses in specific across-the-curriculum initiatives.

2009-2014 The faculty in conjunction with the vice president for academic affairs and the president investigate opportunities for programmatic expansion.

Student Services

2009-2010 The website is substantially improved and expanded to provide important new student services.

2010 Additional personnel are added to the Student Life Program to assist with housing.

2009-2014 The Student Services Specialist works with department chairs and alumni to significantly expand career counseling and placement services.

2009-2014 The Director of Student Life continues to direct the Retention Program and assists department advisors in improving retention. Special measures will continue that intervene with at-risk students, including providing academic support services/tutoring and providing an “early warning system” early in the semester for students who are having problems in their courses. These efforts will be assessed, revised and improved as necessary.

2009-2014 The Writing Center expands tutoring services with additional resources.

2009-2014 Additional student services are provided as assessment suggests and staffing permits.

Studio and Instructional Equipment

2009-2014	Through the departmental assessment and planning process each year, department chairs under the direction of the vice president for academic affairs and in consultation with the director of information technology and equipment services (ITES) determine minimal and optimal equipment needs and incorporates those needs into the annual budgetary planning process. In consultation with the chief financial officer, the vice president for academic affairs determines equipment priorities in the academic area as part of the final budget submission to the Board.
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Technology & Equipment Services

2009	Under the direction of the appropriate vice presidents, department chairs and ITES personnel evaluate all aspects of their operations to determine ways of improving services.
2009-2014	Through the departmental and non-academic units' annual assessment and planning process, department chairs and non-academic unit heads in consultation with the appropriate vice president and the director of information technology determine minimal and optimal technology needs and incorporates those needs into the annual budgetary planning process.

Library

2009-2010	The library completely overhauls its physical appearance and adds new shelving and computers.
2009-2014	The library increases its hard-copy and digital holdings by 25%.

Instructional and Studio Space.

2009	A contract is awarded for constructing a 4,500 square foot addition, for renovating 5,400 square feet of existing space and for providing a usable campus lakeside.
2010	Construction is completed on the above.

Diversity

- | | |
|-----------|--|
| 2009-2010 | The institution reviews and establishes new diversity goals for the Board of Trustees, staff, faculty and students with Board leadership, administrative department heads and academic chairs. |
| 2010-2014 | Diversity is increased across all sectors based upon a new plan, as developed in 2009-2010. |

Partnerships

- | | |
|-----------|--|
| 2009-2014 | The institution continues and expands its partnerships where possible with the Nashville Film Festival, the Frist Center for the Visual Arts and the Cheekwood Botanical Garden and Museum of Art. |
| 2009-2014 | The institution pursues stabilization and expansion of the Fisk University partnership to include additional academic programs. |
| 2009-2014 | The institution explores partnerships with other area universities and establishes articulation agreements with all community colleges in Tennessee. |

Outreach and Public Service

- | | |
|-----------|--|
| 2009-2014 | The institution maximizes its effort to grow enrollment in the Community Education and Enrichment program with special emphasis on underserved populations in north Nashville and with new programmatic efforts for high school teachers and students. |
| 2009-2014 | The institution maintains its current level of outreach and public service through its six academic programs, and expands them as funding and staffing permit, with special emphasis on internships and experiential/service learning projects for non-profit organizations. All programs identify one major experiential/service-learning project annually. |
| 2010 | The institution celebrates its 125 th anniversary, its cultural contributions to the community and its work in advancing art, design and film in the 21 st century. |

Accrediting Associations

2009	The institution hosts a visiting team for SACS accreditation.
2009-2010	The institution achieves full membership as an accredited member of SACS.
2010	The institution hosts a visiting team for CIDA re-accreditation.
2010-2011	The institution receives re-accreditation with CIDA.

Goal 4 Evaluation and Improvement of Operational, Organizational and Physical Resources

Objectives

- All units of the institution continue to make a positive commitment to the assessment calendar, regularly assess goals and use the assessment data for ongoing improvement.
- Faculty and staff regularly consult the institutional policies and guidelines manual, and participate in meaningful training opportunities to improve institutional professionalism, communication, security and problem solving.
- The institution follows the procedures outlined in its business manual.
- The institution provides sufficient administrative and support staff.
- The institution maintains and improves as possible competitive faculty and staff salaries with peer institutions based on equity as established through graduate credentials, years of full-time experience in higher education, years of full-time experience in professional activity, market availability and job performance.
- Through their supervisors, all personnel receive annual written evaluations of their job performance.
- The institution regularly evaluates and improves its marketing and recruiting efforts.
- The institution provides an adequate, user-friendly, integrated software program for all student and operational services.
- The institution provides adequate and dedicated space for instruction, studios, staff and faculty offices, student housing and administrative support services.
- The institution benefits from careful policy-making and energetic fundraising by members of the Board of Trustees.
- The institution maintains a participatory system of governance with standing committees at all levels with

appropriate representation by Board members, faculty, staff and students.

- The institution provides safe, secure, attractive and functional buildings and grounds.

Benchmarks

Assessment and Improvement Calendar

2009-2014	All units of the institution maintain and regularly evaluate a unit mission that reflects the institutional mission; that has goals and objectives related to the institutional strategic plan goals, objectives and benchmarks, and that has measurements for assessment and an ongoing process for using assessment data for improvement.
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Institutional Procedural Guidelines Manual

2009-2014	All new faculty and staff are required to certify that they have read the manual. Current faculty and staff are regularly asked by their supervisors to review the manual.
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Business and Finance Manual

2009-2010	The manual is completed and available on the G-Drive.
2009-2014	Business operations are reviewed annually to determine if all procedures in the manual are being followed.

Administrative and Support Staff

2009-2010	A new regional admissions counselor is added to the admissions office.
2009-2010	A part-time assistant dean is added to the office of academic affairs.
2010-2011	The office of student life is expanded to include full-or part-time staff to assist in housing.
2009-2014	Additional full- or part-time support staff for faculty is added through student work-study or with additional new hires.
2010-2011	A full-time communications officer is added.
2010-2012	A full or part-time staff member is added in the business office.
2010-2012	Administrative assistance for senior administrators is added in keeping with enrollment growth and assigned as needed.

Faculty Salaries and Benefits

2009-2014	The institution maintains competitive salaries with those at peer institutions.
2009-2014	Explorations are made to form partnerships for health insurance with other non-profit organizations.
2010-2012	The Board approves a new policy to provide initial and limited one-semester sabbaticals for faculty.

Written Evaluations of All Personnel

2009-2014	The institution continues to be in complete compliance with its system requiring written evaluations of all personnel every year.
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Centralized System for Technology and Equipment Services

2009-2010	The Empower System is fully implemented and functional in all offices.
2009-2010	An information technology services manual is completed.
2009-2014	The information technology office is consulted on all substantial purchases of equipment, software and supplies, and a centralized equipment purchase order form is used for all purchases.

Campus and Grounds

2009-2010	Construction is completed on the building addition (4,500 square feet), the renovation of existing space (5,400 square feet), and the outdoor seating area and landscape adjacent to the lake.
2009-2010	A facilities manual is completed.
2009-2014	The institution maintains an updated master plan for effective use of its property to provide an attractive, functional campus.
2009-2014	A regularly scheduled grounds maintenance program is used.
2011-2012	A third residence hall is opened
2012-2014	In keeping with enrollment growth, plans are developed for a new academic building.

Safety and Security

2009-2010	The safety and security manual is updated.
2009-2014	HVAC units on the roof of the main academic building are replaced as needed.

2011-2012	The roof on the main academic building is replaced.
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Governance and Communication

2009-2010	Student representatives are added to appropriate institutional committees.
2009-2010	Student email accounts are brought online to facilitate better communication among staff, faculty and students.
2009-2014	All faculty and staff participate annually in workshops and training addressing safety and security; safeguards against discrimination and harassment; collegiality and problem solving through open, honest communication, and the maintenance of professional distance and demeanor between faculty/staff and students.
2009-2014	Board committees, institutional standing committees, academic affairs committees, the faculty senate and the student forum together provide a system of universal participation in institutional governance.
2009-2014	The college catalog, the student handbook, the faculty handbook, the operational policy and guidelines manual, the business office procedures manual, the safety and security manual and all other major institutional publications are reviewed annually to insure accuracy, clarity, consistency and thoroughness. All documents include policies that conform to the institutional policies and guidelines manual and all state and federal policies, rules, regulations and laws.

Board of Trustee Participation

2009-2014	Retreats or other activities are held annually and/or in conjunction with board meetings to update members. 75% of the members of the Board attend four out of the five annual meetings and the standing committee committees.
2010-2011	The Board nomination, class and rotation system is reviewed and analyzed by the Executive Committee and the Board Membership and Operations Committee. Recommendations and changes are made to the full Board accordingly.

Watkins College of Art, Design & Film Strategic Plan

2009-2010 to 2013-1014

Appendices

**Commitments to a Learning-Centered and Student-Centered
Institution**

Facts

Governance

Commitments to a Learning-Centered and Student-Centered Institution

The 16 principles of a learning-centered institution created at California State University at Northridge, reported in *About Campus* in the September-October 2005 issue, and endorsed by the Watkins faculty and staff follow:

1. A large learning-centered university, such as Cal State Northridge, should compensate for scale by developing ways for people to interact and act in small groups. [For a small institution like A learning-centered university differentiates learning from teaching.
2. To this end, a learning-centered university advises faculty and staff on how to develop learning objectives.
3. A learning-centered university uses assessment to feed results back to faculty, staff and administrators so that they can re-plot what they are doing.
4. To this end, a learning-centered university measures its success by how well its students meet learning objectives set by faculty and staff and how its alumni excel.
5. A learning-centered university establishes learning outcomes for each of its programs, based on community needs, academic requirements and previous assessments of learning outcomes.
6. To the extent possible, a learning centered university adjusts what it teaches to the needs of the individual learner.
7. A learning-centered university prepares students to take charge of how they learn singly and in groups so that they can be creative and innovative.
8. A learning-centered university provides students with opportunities to apply what they learn—and learn from what they apply—in field experiences, community service, lab settings and other hands-on experiments such as studios, performances and investigative inquiries.
9. A learning-centered university examines seriously the linkages among credit hours, time in the classroom and learning objectives. Curricula that are modularized, self-paced or asynchronous recognize that students achieve learning objectives at different rates.
10. A learning-centered university deploys technology purposefully, so that it is not an add-on, but a set of tools for facilitating learning.
11. A learning-centered university takes account of who its students are as people, what the pressures are on its faculty and staff, and how its budget and plant are constructed.

Within this very real context, it identifies and then adjusts its variables to achieve intentional learning outcomes.

12. Outreach staff partner with academic departments to convey to prospects the campus's high expectations for achievement.
13. A learning-centered university provides flexibly scheduled counseling, financial aid assistance, advising and tutoring services.
14. Watkins, efforts should be made to sustain this advantage.]
15. Crafting a learning-centered enterprise requires cooperative effort.
16. A learning-centered university rewards activities that advance these principles.

The 10 student service expectations developed at Riverland Community College in Minnesota, reported in *Student Affairs Today* in the June 2006 issue, and endorsed by the Watkins faculty and staff follow:

1. Give students courteous and concerned attention to their needs. Value them.
2. Create or change the processes and rules of Student Services to assure that students are kept at the center of the institution.
3. Be clear, student-friendly and honest in all communications to students.
4. Remember students are never an inconvenience. They are not an interruption in your work. They are your work.
5. Remember that you need to do what's right for a student even if someone else did a student a disservice.
6. Create a campus environment that students deserve—one that is neat, bright, welcoming, personalized and safe.
7. Have the mindset that students aren't customers; they're professional clients.
8. Recognize that students are not always right and neither are you.
9. Exceed student expectations. Satisfaction is not enough and never the goal.
10. Seek out the appropriate solution or resources until every problem is solved.

Watkins College of Art, Design & Film Facts

Mission

Watkins College of Art, Design & Film offers a studio-based curriculum, supported by a strong academic foundation. The faculty and staff are committed to a learning-centered environment that challenges the student to engage the mind, train the eye and cultivate talent and skill into an active realization of creative potential.

Campus

13-acre campus includes:

- 60,000+ square-foot academic building.
- Hawkins Residence Hall, housing 48 students, opened in 2005.
- Turner Residence Hall, housing 48 students, opened in 2008.
- 5000+ square-foot addition including student center, café, computer lab, meeting rooms and individual studio space. Construction will begin in Fall 2009.

Students

400 students are enrolled in the degree programs.

Watkins students come from 26 U.S. states and 2 other countries.

Of the new students, 58% enrolled were directly from high school; 42% were transfers.

Faculty

The faculty is comprised of 21 full-time and approximately 50 adjunct members who are award-winning artists, designers, filmmakers, scholars and teachers. The student to faculty ratio is 12:1 in studio-based classes and 22:1 in liberal arts classes.

Tuition

Annual tuition, based on 15 credit hours per semester, is \$17,250 or \$575 per credit hour.

Financial Aid

Watkins offers federal, state and institutional financial aid including Pell Grants and the Tennessee Lottery Hope Scholarship. There are also merit-based and need-based scholarships.

Accreditations/Memberships

- Watkins College of Art, Design & Film is an accredited institutional member of the National Association of Schools of Art and Design and is also accredited by the Council for Interior Design Accreditation for the Bachelor of Fine Arts in Interior Design.
- Watkins College of Art, Design & Film is a candidate for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Fine Arts, Bachelor of Arts and Bachelor of Fine Arts degrees.
- Watkins College of Art, Design & Film is authorized to offer undergraduate college degrees by the Tennessee Higher Education Commission.

- Watkins College of Art, Design & Film is a member of the Tennessee Independent Colleges and Universities Association, representing 35 private, independent, non-profit, regionally accredited colleges in Tennessee.

Degree Programs Offered

- Bachelor of Fine Arts in Film—concentrations in producing, directing, screenwriting, cinematography and editing
- Bachelor of Fine Arts in Fine Art
- Bachelor of Fine Arts in Graphic Design—major in graphic design and concentration in illustration
- Bachelor of Fine Arts in Interior Design
- Bachelor of Fine Arts in Photography
- Bachelor of Arts in Art—concentrations in photography, film, painting and drawing, drawing and printmaking, ceramics, time-based media, sculpture
- Professional Certificate in Film—A 45 credit-hour program for those who already have a bachelor's degree in another area of study. Coursework includes the film foundation and electives in producing, screenwriting, directing, cinematography and editing.

All students are required to complete a Visual Arts Core/Fine Arts Foundation and a General Education Core with classes including art history, history, science, math, speech communication, anthropology and English.

Academic Partnerships

Watkins has established 2+2 articulation agreements for Film, Graphic Design and Fine Arts with Columbia State Community College and a 2+2 agreement for Graphic Design with Mississippi State Technical Community College, allowing students to transfer to Watkins for the final two years of their degrees. The college also has an academic partnership with Fisk University that allows students to earn a concentration in graphic design, minor in film studies or minor in interior design.

Community Education

Each year, about 1,000 children, teens and adults enroll in community education classes and workshops. Taught by practicing artists, these unique studio-based programs enable students of all ages to express their artistic abilities and give them the tools to pursue a life of creativity. In 2009, a three-week, intensive summer pre-college program was launched.

History

Watkins Institute began operations in 1885 through a \$100,000 bequest and land donation by Samuel Watkins to be held in trust by the State of Tennessee and used for the educational benefit of Nashvillians. The transition to Watkins College of Art, Design & Film began in 1977, when approval was received through the Tennessee Higher Education Commission (THEC) to offer associate degrees in fine arts and interior design. Today, Watkins is an independent visual arts institution offering accredited Bachelor of Fine Arts, Bachelor of Arts, Associate of Fine Arts degree and certificate programs, as well as a wide variety of community education and outreach programs.

Governance

Watkins College of Art, Design & Film is a unique institution in many ways including its governance structure. While it operates as an independent institution, Watkins is held in trust by the State of Tennessee, in keeping with the wishes and the last will and testament of its founder, Samuel Watkins. A state commission fulfills the state's role as trustee. Created by the Tennessee General Assembly (Section 49-50-701 of *Tennessee Code Annotated*), the Watkins Institute Commission is composed of three commissioners appointed by the Governor of Tennessee. Since the establishment of the institution in 1885, 34 distinguished citizens of Tennessee have served terms on the three-person Watkins Commission.

While representing the state's oversight and statutory interest in the institution, the commissioners also serve as members of the Board of Trustees. The Board of Trustees, created when Watkins was established under the laws of Tennessee as a non-profit corporation in 1974, forms the governing board for the institution.

The membership of the Board of Trustees is described in *Trustees of Watkins Institute By-Laws*:

The Corporation shall be governed by a Board of Trustees of not less than twenty-five (25) nor more than forty (40) persons in addition to any Trustees Emeriti. The Board of Trustees shall include the Chair, the Vice Chair and the three (3) Commissioners of Watkins Institute . . . The Governor, the Attorney General, and the President of Watkins College of Art & Design shall be *ex officio* members of the Board . . .

The three commissioners serve four year terms "and until the appointment and qualification of their successors, and they may succeed themselves in office." Traditionally, commissioners have served multiple terms, and some have served from the date of their initial appointment until their death. In most respects, commissioners have no more power than any other member of the Board of Trustees. However, it is important to note that while all new members of the Board of Trustees are elected by a majority vote of existing members of the Board, all candidates for election to the Board must first be approved by the three commissioners (*Trustees of Watkins Institute By Laws*, Article III, Section 2).

Members of the Board of Trustees who are not commissioners serve three-year terms "and until their successors are elected, and they may succeed themselves in office." The powers and duties of the Board of Trustees (including the commissioners) are described in Article III, Section 4 of *Trustees of Watkins Institute By-Laws*:

The affairs of the Corporation shall be managed by the Board of Trustees with the duty of improving the ability of Watkins Institute through Watkins College of Art & Design to serve the community at large. The Board of Trustees shall perform all duties and functions ordinarily and customarily performed by trustees of educational institutions. The Trustees shall perform such duties and functions in compliance with Samuel Watkins' Will and Applicable Law.

The chief executive officer of the college is the president who is appointed by the Board of Trustees (*Trustees of Watkins Institute By-Laws*, Article VI, Section 1). The president's powers and duties are outlined in Article VIII of the *By-Laws*:

The President shall, as educational and administrative head of the college, exercise a general superintendence over all the affairs of the institution and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed to meet its policy-making and supervisory responsibilities. The President shall have power, on behalf of the Trustees, to perform all acts and execute all documents to make effective the actions of the Board or its Executive Committee. Except as otherwise provided in these By-Laws, the President shall be an *ex officio* member of all committees of the Board without the power to vote. The President will work closely with the Finance Committee to see that the Board is regularly informed of the financial status of the College and to see that the Board is presented in its annual June meeting with a financial report for the current year and a budget proposal for the forthcoming year; in addition, the president shall exercise general superintendence over and specifically approve all fundraising activities done in the name of the benefit of the institution.

It's been quite a year for students, faculty and alumni of Watkins College

In August, we welcomed 106 new students to campus, starting the year with 2 residence halls, not one. As you likely recall, Turner Hall opened on September 11 with a grand flourish – a dancing dragon from the Chinese Arts Alliance for good luck, a great band from our neighbors at TSU, a festive picnic supper with guests including Senator Thelma Harper and Mayor Karl Dean - all to kick off the opening of a new building and an amazing year for Watkins. And what a year it was. Some highlights:

- Several Graphic Design students had their packaging, promo kits, book covers and illustrations featured in CMYK - a top national magazine that features student work. This magazine highlights the best work coming from the top art and design schools throughout the country.
- Rachel Dunagan, one of the students whose work was included in this magazine and a winner of a National student ADDY award, has two works featured in the How Magazine International Design Annual that came out this month. This magazine features only 24 student works - selected from world-wide entries - and 2 of these came from this Watkins graduate. With Rachel's entries, we beat out schools like Art Center College of Design, Ringling College of Art, SCAD, National Taiwan University, and the College of Visual Arts at University of North Texas for the number of works selected.
- Speaking of the ADDYs – Watkins has won more than its share. For those of you who don't know, the ADDY is like the EMMY for designers. For the local student ADDYs, Watkins students took home 30 of the 60 awards. In regional competition, 21 awards were presented to Nashville-area students – and **13** of them went to Watkins. At the National competition, we took home 3 ADDYs, beating out all schools in the region for the number of ADDYs won ...and coming in the top 10 of all schools in the country. Our alums also fared well in the professional ADDYs. A number of alums took home awards and recent graduate Andrew Brooks won the prestigious 'Art Director of the Year' award, just 3 short years after graduating.
- This spring, Graphic Design student Julian Baker was one of 125 students out of 1500 whose work was selected for inclusion in The Society of American Illustrators Competition in New York.
- Around town, the Graphic Design students work is showing up everywhere, whether it's a campaign for the Hope Clinic, the graphics for the Tin Pan South Festival or the posters for the recent American Artisan Festival.
- Also of note, this year a number of famed artists, filmmakers, designers and photographers visited Watkins campus or arranged for opportunities to interact with our students. These people included:
 - Photographer Jock Sturges
 - Photographer William Christenberry
 - Disney Animator Barry Cook
 - Artist Jeff Daniel Silva
 - Hollywood Makeup artist Dan Read
 - Artist Aisha Cousins
 - Screenwriter Ann Beatts – you may remember her work from the early years of Saturday Night Live.

These are just a few instances that show how much Watkins students are competing with others on a national level, and the good work our faculty and staff are doing to bring leaders in the field to our campus.

But there's more...

- In the Fine Arts, recent alum Patricia Earnhardt received an honorable mention in the 2008 International Sculpture Center Outstanding Student Achievement in Contemporary Sculpture Competition.
- In August, the first Annual Alumni Art Exhibition was launched – the first of many exhibitions on campus for the year. In fact, the College received great praise and notoriety in the Nashville Scene's Critic's Picks, the Tennessean's Best Bets, and from local art blogs and critics.
- Our folks, however, are not content with just showing their work on campus. In fact, the Watkins community participates in many shows in Nashville, as well as regionally and nationally. In this year alone, you could find their work popping up at exhibitions including:
 - The Center for Fine Art Photography in Fort Collins, CO
 - Centennial Art Center
 - Renaissance Center
 - Twist
 - Estel Gallery
 - Richter Gallery
 - Vanderbilt University
 - Davis Art Advisory
 - Grinnell College
 - Western Kentucky University
 - CEPA Gallery in Buffalo, NY
 - Cheekwood
 - Hanover College
 - The Cradle Project, Albuquerque
 - Athens Institute for Contemporary Art
 - Swanson Reed Contemporary
 - Nashville Public Library
 - The Frist Center for Visual Arts
 - Zeitgeist
 - Cumberland Gallery
 - Gallery F at Scarritt-Bennett
 - Dangenart
 - And at The Hutton Hotel, where student Kelley Bonadies work was put in their permanent collection.
- The exhibitions weren't limited to galleries. When it comes to film, festivals are the venue...and our film folks got into more than a few. For you horror fans, our students and alumni had submissions accepted into the Phoenix Fear Film Festival and the 3rd Annual Washington, D.C. International Horror Film Festival. If horror is not your thing, how about this:
 - Student Toi Johnson's film, *Maybe Tomorrow*, was screened at the 2008 International Black Film Festival.
 - Kat Ray's film, *Bathroom Humor*, was accepted into the Sidewalk Moving Picture Festival.
 - Ryan Pickett was a finalist in national competition: "The Race 2Be Creative Entrepreneurship Challenge" and was featured in a write-up in the Nashville Business Journal
 - Recent alumnus Brian Hallett won a regional Emmy Award for a new feature at Fox 17. Brian put himself through Film School as a videographer for Fox 17 News and was nominated for an Emmy as a senior.
 - *Make Out With Violence*, a feature film co-written, co-directed, and co-produced by Film School alumnus Chris Doyle, swept three of the top awards at the 2009 Nashville Film Festival, including the top honor, the Regal Cinemas Dreammaker Award. The award prize includes a theatrical run in Los Angeles, which makes the film eligible for an Academy Award.
 - Finally, several students who completed an award-winning 48 Hour Film Project entry last July had their movie accepted into the Shorts Corner of the Cannes Film Festival. It was screened there this past May.

- The Interior Design department also has a great reputation in Nashville. So great that the new Mitchell Gold + Bob Williams store in Green Hills had a reception specifically for our students, alumni and faculty. Later in the year, they hosted the Interior Design Senior Show.
- Speaking of Interior Design, one of our alums, Beth Haley, had her work featured on HGTV. She has long been a popular designer in Nashville, and her firm, which includes two other Watkins graduates, won 'Best Interior Designer' in the Nashville Scene Best of Nashville Poll this past fall.
- The Best of Nashville awards weren't limited to Beth Haley's exquisite work: the Best Drawing Exhibit went to recent graduate Erin Plew, the #2 Best Local Author went to Film School Chair and screenwriting instructor Steve Womack, the Best Use of Unorthodox Materials went to Former Professor Lauren Kalman, the Best Arcade Art Gallery went to Twist Gallery, curated and cofounded by student Beth Gilmore and the Best Exploding Whale went to Former Professor Jack Ryan for his exhibit "Blue Skies: Thar She Blows" at the Tennessee Arts Commission.
- Watkins popped up in many local and national print sources as well, including artwork and reviews for the Nashville Scene's Critics Picks, cover stories for the Arts and Entertainment Section of the Tennessean, and mentions in the City Paper, Nashville Business Journal, Nashville Post and even Ms. Cheap. The National media also had an interest in Watkins this year – a highlight was our inclusion as one of 6 regional film schools profiled in International Cinematographers Guild Magazine. This is no small magazine mind you – it's one of the leading magazines for the film industry, and the issue we were in just so happened to be distributed at Sundance.
- Our Community Education program had a banner year. This fall, they set a record for the number of registrations for the Adult classes, with 152 community members registered vs. 141 the previous fall and 120 in the fall of 2006. The spring semester showed similar gains in the adult program. Also this fall, members of an adult studio class had an exhibition at the Tennessee Art League. The spring brought new class opportunities taught in Spanish and off-site classes at the Knowles fifty-forward center. This summer, Community Education will launch their Pre-College program and expose a new generation of students to what we have here at Watkins.
- In an attempt to draw this new generation of students to the College program, and in response to the talent and resources existing within the department, this year, the Board of Trustees approved a much anticipated Illustration Concentration in the Graphic Design Department. The program begins this fall.
- Also this year, the board approved the awarding of an Honorary Doctorate degree. This first honorary degree will be awarded at the May 2010 Commencement celebration.
- In the midst of these many activities, this year the College reached two critical milestones. The first came from the National Association of Schools of Art and Design (NASAD). NASAD is the national accrediting agency for schools of art and design. Watkins has been an accredited member of NASAD since 1996 and was reaccredited for 10 years this fall. Shortly after hearing this good news, we learned that the Commission on Colleges of the Southern Association of Colleges and Schools, the regional body for the accreditation of degree-granting higher education institutions in the Southern states, voted to admit the College to Initial Candidacy for Membership in the Association.
- As the year wrapped up, the Administrative team was pleased to report to the Board of Trustees that the 2008-2009 fiscal year would end with a balanced budget – even a surplus! In addition to this good news, the Institutional Advancement team reported that they met their fundraising goal for the year, which was great but surprising news given the difficult economic climate.

- Speaking of fundraising, a successful capital campaign commenced this year, raising funds for an expansion to the main academic building to create additional studio space, meeting rooms, a new computer lab, an updated café and a student center. The necessary funds were raised and a groundbreaking is expected in August.
- Last but not least, Watkins has continued its legacy of service to the community. Examples include a toy drive at an Interior Design Senior Show, a Habitat for Humanity Build with a Building Construction Class, and the pro-bono design of print materials for various nonprofits. And that's just our students. Our faculty and staff have been involved in a number of opportunities, including using their professional expertise to serve as guest jurors and lecturers for numerous local, regional and national events. To top it off, Watkins was home to a number of non-profit meetings and event both relating specifically to what we do – like trainings for the Society of Media Photographers or meetings for the Metro Nashville Arts Commission and the Tennessee Volunteer Lawyers for the Arts, or groups to serve the larger community, like Big Brother Big Sisters and the World Aids Film Festival. We believe that these partnerships will not only strengthen our College, but the greater Nashville community, as was the intent of our founder, Samuel Watkins.

With ground about to be broken on yet another capital improvement project, a new academic concentration, balanced budget and best of all, a steady and positive outlook for fall enrollment, Watkins College of Art, Design & Film is excited to continue on its path of becoming a national leader in fine arts education. We are excited to have you join us for another successful year!

2008-2009 Watkins College Alumni Survey (administered Fall 2008)

DISTRIBUTION AND RESPONSE ANALYSIS

This document includes survey results from the alumni survey sent in October 2008. Surveys were created online using Survey Monkey and sent to approximately 281 alumni whose email addresses are on file. An identical survey was created, printed and mailed to approximately 440 alumni whose addresses were in the alumni database and considered up to date as of the mailing.

Survey Respondents: 42 total. 14 received in the mail, 28 received via Survey Monkey.

Survey method	Response rate/explanation
Survey Monkey	28 (10% response rate for active email addresses – down from 63 online respondents for the 2007-2008 survey)
Mail	14 (3% response rate for active mail addresses – up from 0 mailed surveys last year)
Total	42

After the surveys were sent via US Mail and e-newsletter, reminders were sent twice via email and once via US Mail.

28 surveys, or 10% of the alumni for whom we have email addresses, were completed online. 14 of alumni responded by mail, accounting for 3% of the alumni for whom we have active mailing addresses.

SURVEY RESULTS OF NOTE:

Even though fewer people responded this year, the following questions received higher rankings in comparison with last year's survey:

	2007-2008	2008-2009
Respondents who would recommend Watkins College to friends and others in their search for a College to attend.	91%	100%
Respondents who own and operate their own business	14.7%	22%
Respondents in jobs that relate or somewhat relate to their major	77.9%	82%
For those who have not donated to the College this year, the number who would consider a future gift when they were able	72%	83%

Also of note, 64% of survey respondents and 87% of in-state survey respondents attended an event at Watkins in the past year. The number of individual alumni who donated to the annual fund increased this year by 205%. The survey results combined suggest that alumni are willing to get more involved with Watkins on a variety of levels.

A full listing of all responses, including qualitative data and a list of employers, can be obtained from Christy Bell, Assistant Director of Development and External Relations.